



# The University of Georgia

University Council  
Athens, Georgia 30602

November 24, 2009

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Dear Colleagues:

The attached proposal to offer a dual degree in Foreign Language Education (M.A.T.) and German (M.A.) will be an agenda item for the December 4, 2009, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair  
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.  
Professor Jere W. Morehead

**University of Georgia  
Dual Degree Program Proposal**

Institution: University of Georgia

Date: 09/07/2009

Colleges: College of Education  
Franklin College of Arts & Sciences

Departments: Language & Literacy Education  
Germanic & Slavic Studies

Degrees to be offered: Dual Degree in Foreign Language Education (M.A.T.) and German (M.A.)

Starting Date: Fall Semester 2010

**Program Abstract:** The proposed dual degree combines a master's degree in Education and a master's degree in German into a single and integrated program of study. It also provides graduate students with the opportunity to obtain the Graduate School Interdisciplinary Certificate in University Teaching. The program condenses a curriculum that would normally take four years into an intensive three-year program of study. Students enrolled in the program would take a complete curriculum in Foreign Language Education, including courses required for K-12 certification in Georgia, and enroll in a substantial number of content courses in German Studies. Qualified students will serve as Teaching Assistants in the Department of German Studies and thus gain significant discipline-specific training and German language teaching experience. Upon graduation, students will be ready to step into the classroom as certified and highly skilled German language teachers.

## **Objectives of the Program**

The main objectives of the program are:

- 1) to provide students who wish to become K-12 German teachers with an intensive course of study that allows them to combine their career goals in education with the acquisition of broad and substantive knowledge in the content area they will be teaching. The proposed dual-degree program would prepare students comprehensively for K-12 foreign language teaching while increasing their intercultural competence, language proficiency and their understanding of educational theories and approaches with regard to their application in the classroom.
- 2) to diversify the Foreign Language Certification cohort to include students with different language backgrounds and to recruit students into the language tracks that are currently not populated (in German and other less commonly taught languages).
- 3) to offer students the opportunity to obtain the Graduate School Interdisciplinary Certificate in University Teaching and extend the scope of their career opportunities to include college teaching.

## **Justification and Need for the Program**

Georgia is in need of highly qualified and certified German teachers. Currently, no program exists that enables graduate students who pursue a master's degree in German also to gain certification for teaching German in Georgia's public schools. While an increasing number of graduate students in the Department of Germanic & Slavic Studies are interested in teaching German in the K-12 context, students hesitate to make the additional investment of time and money necessary to gain certification or, more commonly, seek alternative means of certification post-graduation. The Department of Germanic & Slavic Studies does not offer a sufficient number of courses to meet the pedagogical needs of future K-12 German language teachers. The current demand for German high school teachers in Georgia exceeds the number of qualified and certified teachers, students often obtain certification after they have entered into the classroom through a lengthy and frequently disjointed program of evening, distance-learning and summer courses. Lacking the course work and internship experience the M.A.T. offers, they often experience a difficult transition into the K-12 classroom.

Conversely, graduate students wishing to pursue an advanced degree in German language education often lack sufficient exposure to graduate-level course work in the target language and the wide range of cultural topics offered in a state-of-the-art German studies curriculum. Over the past 20 years, the field of German has undergone a dramatic transformation. Where curricula were previously focused on linguistic and literary studies, today's cultural studies curriculum includes popular culture and film as new areas of scholarly inquiry and instruction. The five courses currently required for the M.A.T. in Foreign Language Education do not go far enough in providing the cultural knowledge and intercultural competence necessary for students to become teachers who are fully proficient and can offer K-12 students the breadth of topics and sophisticated understanding of German language and culture that one should demand at this level.

The benefits for students would be manifold and significant. First of all, graduate students in the proposed program will be eligible for teaching assistantships in the Department of Germanic & Slavic Studies; students would be able to receive financial support for two out of

the three years of study, provided satisfactory progress toward the degree is made. As teaching assistants, students would also gain valuable discipline-specific teacher training and teaching experience in the college German language classroom. This training and experience would have direct applicability to K-12 language teaching context in terms of both content and methodology. Secondly, the intensive study of Foreign Language Education and German would integrate the educational goals of two programs involved in the education of foreign language teachers to a heretofore unequalled degree, establishing meaningful connections between theories of language education, German cultural contexts, and classroom teaching. Students would ultimately be better prepared to enter the K-12 classroom, as additional coursework in German would allow them to draw on a much wider range of resources than has previously been the case. Moreover, holding two master's degrees would allow students to earn higher entry-level salaries in the teaching profession.

Faculty in both programs believe that a dual-degree program in Foreign Language Education and German would be an effective recruiting tool. It presents a uniquely attractive option that is pedagogically sound, academically stringent, and intellectually stimulating. In addition, we hope that this proposal can serve as a model for similar collaborations between LLED and other foreign language programs on campus.

### **The Graduate School Interdisciplinary Certificate in University Teaching**

In addition to satisfying requirements for the two degrees, students would be required to obtain the Graduate School Interdisciplinary Certificate in University Teaching, a qualification that would extend their career options to include college teaching. This is an excellent addition, especially since requirements for the certificate are already largely met by the requirements for the two degrees. The only significant addition would be the creation of a new graduate course, GRMN 7700 *Applied Project in German Language Education*, in which students, under the supervision of a faculty member, would conduct independent research and develop a teaching project documenting teaching excellence based on their experience at the University of Georgia. Below is a list of the requirements for the certificate and an explanation of how they would be satisfied:

#### **1. Four Sections of Teaching at UGA as Teacher of Record, or as Discussion or Laboratory Assistant with Significant Responsibilities**

As teaching assistants in Germanic & Slavic Studies students would be required to teach, or assist with the teaching of, at least five courses in the course of their first two years of study.

#### **2. Nine Hours of Course Work Related to Teaching Development**

Students will select at least three courses from the following list:

GRMN(LING) 7500 Teaching College German

LLED 6631 Bilingualism and Bilingual Education

LLED 7045 Special Topics in Language and Literacy Education (over two semesters)

LLED 7070 Research Methods in Language Education

LLED 7500 Curriculum Planning in Foreign Language Education, Grades P-12

LLED 7501 Educational Linguistics

LLED 7502 Assessment Practices in the ESOL Classroom

LLED 7732 Classroom Discourse

LLED 5730/7730 First and Second Language Acquisition and Development

**3. Teaching Project Demonstrating Creativity and Innovation in the Teaching of the Discipline and Demonstrated Scholarship of Teaching**

Both of these requirements would be satisfied under the guidance of a faculty member during the summer following the second year of the student's study in the program. For this purpose, students would enroll in GRMN 7700 (Applied Project in German Language Education).

**4. Teaching Portfolio**

Students would develop a teaching portfolio in the course of study in the program. The non-thesis M.A. degree in German also has a portfolio requirement and students would be allowed to use their teaching portfolio to satisfy part of that requirement.

**Process by Which the Program Was Developed**

The program was developed in discussions between Language & Literacy Education and Germanic & Slavic Studies faculty over the course of two semesters. Both parties understand the need for a more integrated program, and we hope that this proposal will serve as a model for other collaborations between language programs and the Department of Language & Literacy Education at the University of Georgia. Additional discussion with the dean and associate dean of the University of Georgia Graduate School led to the integration of the teaching certificate program.

## **CURRICULUM**

### **1. List of entire course of study required and recommended to complete the dual degree**

#### **M.A. in German**

##### **Required courses: 15 hours**

GRMN(LING) 7500 (Teaching College German)—3 hrs.

GRMN 7700 (Applied Project in German Language Education)—6 hrs.

GRMN 4001/6001 (Advanced German Conversation and Composition)—3 hrs.

GRMN 8410 (Proseminar: Text and Interpretation)—3 hrs.

##### **Elective courses: 15 hours**

A minimum of 5 additional graduate seminars in German—15 hrs.

##### **Minimum graduate credit hours in German:**

30 hours of graduate course work

##### **Additional requirements:**

Students must demonstrate competency in an additional modern foreign or classical language (2002, 2500 or equivalent, with a grade of B or better)

#### **M.A.T. in Foreign Language Education**

##### **Prerequisite courses:**

These courses may be completed before entering the program. They must be completed before students begin Year 3 of the dual degree program.

EDUC(EFND) 2110 (Investigating Critical and Contemporary Issues in Education)

EDUC(EPSY) 2130 (Exploring Learning and Teaching)

SPED 2000 (Survey of Special Education)

All students seeking certification are required to take the following:

- GACE Foreign Language Test
- ACTFL OPI

##### **Required graduate-level courses: 33 hours**

##### **In Foreign Language Education: - 15 hrs.**

LLED 5730/7730 (First and Second Language Acquisition and Development) —3 hrs.

LLED 7500 (Curriculum Planning in Foreign Language Education, Grades P-12)—3 hrs.

LLED 7070 (Research Methods in Language Education)—3 hrs.

LLED 7045 (Special Topics in Language and Literacy Education)—3 hrs.

LLED 7045 (Special Topics in Language and Literacy Education)—3 hrs.

**In German: - 9 hrs.**

GRMN(LING) 7500 (Teaching College German)—3 hrs.

GRMN 4001/6001 (Advanced German Conversation and Composition)—3 hrs.

GRMN 8410 (Proseminar: Text and Interpretation)—3 hrs.

**Elective courses: 9 hours**

3 elective courses in LLED—9 hrs.

**Additional courses: 27 hours**

LLED 4530 (Foreign Language Curriculum and Methods, P-8)—3 hrs.

LLED 4531 (Foreign Language Curriculum and Methods, Grades 7-12)—3 hrs.

LLED 5540 (Creating Learning Communities in the Languages Other Than English [LOTE] Classroom)—3 hrs.

LLED 5550 (Field Based Practicum in Foreign Language Education, Grades P-12)—3 hrs.

LLED 5555 (Supervised Foreign Language Internship)—15 hrs.

**Minimum graduate credit hours in LLED:**

33 hours of graduate coursework, including up to 9 graduate credit hours that are also used to fulfill degree requirements for the M.A. in German.

**Double use courses:**

The M.A.T. requires 5 graduate level courses in target language study. For the dual degree, three of these courses also fulfill degree requirements for the M.A. in German.

**Summary of total number of credit hours for dual degree**

| <b>Degrees</b>                              | <b>Graduate degree credit hours</b>   | <b>Additional credit hours</b> | <b>Total hours</b> |
|---|---|--------------------------------|--------------------|
| <b>M.A. in German</b>                       | 30 hours  | 3                              | 33                 |
| <b>M.A.T. in Foreign Language Education</b> | 33 hours<br>(including up to 9 credits also used to fulfill degree requirements for M.A. in German) | 27                             | 60                 |

## 2. Sample Program of Study

**Table 1: Sample program of required and elective courses**

### Year 1: Fall Semester

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 5730/7730 (First and Second Language Acquisition and Development) | 3                |
| LLED 7070 (Research Methods in Language Education)                     | 3                |
| GRMN(LING) 7500 (Teaching College German)                              | 3                |
| GRMN 4001/6001 (Advanced German Conversation and Composition)          | 3                |
|  | <b>=12 hours</b> |

### Year 1: Spring Semester

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 7500 (Curriculum Planning in Foreign Language Education, Grades P-12) | 3                |
| LLED Elective  | 3                |
| GRMN Elective  | 3                |
| GRMN Elective  | 3                |
|  | <b>=12 hours</b> |

### Year 2: Fall Semester

| <b>Courses</b>  | <b>Hours</b>     |
|---|------------------|
| LLED 7045 (Special Topics in Language and Literacy Education) | 3                |
| LLED Elective   | 3                |
| GRMN 8410 (Proseminar: Text and Interpretation)               | 3                |
| GRMN Elective   | 3                |
|   | <b>=12 hours</b> |



**Year 2: Spring Semester**

| <b>Courses</b>  | <b>Hours</b>     |
|---|------------------|
| LLED 7045 (Special Topics in Language and Literacy Education) | 3                |
| LLED Elective   | 3                |
| GRMN Elective   | 3                |
| GRMN Elective   | 3                |
|   | <b>=12 hours</b> |

**Year 2: Summer Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| GRMN 7700 (Applied Project in German Language Education) | 3                |
| GRMN 7700 (Applied Project in German Language Education) | 3                |
|  | <b>= 6 hours</b> |

**Year 3: Fall Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 4530 (Foreign Language Curriculum and Methods, P-8)                                       | 3                |
| LLED 4531 (Foreign Language Curriculum and Methods, Grades 7-12)                               | 3                |
| LLED 5540 (Creating Learning Communities in the Languages Other Than English (LOTE) Classroom) | 3                |
| GRMN Elective  | 3                |
|  | <b>=12 hours</b> |

**Year 3: Spring Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 5550 (Field Based Practicum in Foreign Language Education, Grades P-12) | 3                |
| LLED 5555 (Supervised Foreign Language Internship)                           | 15               |
|  | <b>=18 hours</b> |

**Table 2: Sample program of study that might be followed by a representative student****Year 1: Fall Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 5730/7730 (First and Second Language Acquisition and Development) | 3                |
| LLED 7070 (Research Methods in Language Education)                     | 3                |
| GRMN(LING) 7500 (Teaching College German)                              | 3                |
| GRMN 4001/6001 (Advanced German Conversation and Composition)          | 3                |
|  | <b>=12 hours</b> |

**Year 1: Spring Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 7500 (Curriculum Planning in Foreign Language Education, Grades P-12) | 3                |
| LLED 7045 (Special Topics in Language and Literacy Education)              | 3                |
| GRMN(LING) 6380 (Contrastive Grammar: German-English)                      | 3                |
| GRMN 8200 (German Cinema)  | 3                |
|  | <b>=12 hours</b> |

**Year 2: Fall Semester**

| <b>Courses</b>  | <b>Hours</b>     |
|---|------------------|
| LLED 7045 (Special Topics in Language and Literacy Education) | 3                |
| LLED 7045 (Special Topics in Language and Literacy Education) | 3                |
| GRMN 8410 (Proseminar: Text and Interpretation)               | 3                |
| GRMN(LING) 6600 (History of the German Language)              | 3                |
|   | <b>=12 hours</b> |

**Year 2: Spring Semester**

| <b>Courses</b>  | <b>Hours</b>     |
|---|------------------|
| LLED 7045 (Special Topics in Language and Literacy Education) | 3                |
| LLED 7502 (Assessment Practices in the ESOL Classroom)        | 3                |
| GRMN 8540 (Seminar in German Studies)                         | 3                |
| GRMN(LING) 6460 (Structure of Modern German)                  | 3                |
|   | <b>=12 hours</b> |

**Year 2: Summer Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| GRMN 7700 (Applied Project in German Language Education) | 3                |
| GRMN 7700 (Applied Project in German Language Education) | 3                |
|  | <b>= 6 hours</b> |

**Year 3: Fall Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 4530 (Foreign Language Curriculum and Methods, P-8)                                       | 3                |
| LLED 4531 (Foreign Language Curriculum and Methods, Grades 7-12)                               | 3                |
| LLED 5540 (Creating Learning Communities in the Languages Other Than English (LOTE) Classroom) | 3                |
| GRMN 6500 (20 <sup>th</sup> - and 21st-Century Texts and Contexts)                             | 3                |
|  | <b>=12 hours</b> |

**Year 3: Spring Semester**

| <b>Courses</b>   | <b>Hours</b>     |
|--|------------------|
| LLED 5550 (Field Based Practicum in Foreign Language Education, Grades P-12) | 3                |
| LLED 5555 (Supervised Foreign Language Internship)                           | 15               |
|  | <b>=18 hours</b> |

**3. Copy of the existing approved requirements for each major involved in the dual degree proposal**

Appendices:

M.A. in German Program description and degree requirements

M.A.T. in Foreign Language Education program description and degree requirements

Requirements for the Graduate School Interdisciplinary Certificate in University Teaching

### **Administration**

Students must apply for and meet requirements for each degree program separately. Because students would normally apply to become graduate teaching assistants in the Department of Germanic & Slavic Studies, applications for the dual degree in German and Foreign Language Education plus Certification would initially be routed through this unit. Once a student has been accepted into the graduate program in German, the student's file would be forwarded to the Department of Language and Literacy Education with the recommendation to accept the student into the dual-degree program. If accepted into the graduate program in Foreign Language Education, students could commence with their studies following the outlined dual-degree curriculum. Because students will be pursuing two separate degrees, they will be advised separately in both programs, which would independently assess satisfactory academic progress. Graduate coordinators in both programs would be responsible for conflict resolution, should there be questions regarding students' academic progress, scheduling conflicts, and the like.

### **Assessment**

Assessment instruments for the graduate degrees offered already exist in both programs and would be used to evaluate programs individually. To assess the integrated curriculum as a whole, a questionnaire following the completion of studies and a follow-up interview following the first year of K-12 teaching would be used. The interview will focus on the students' evaluation of their preparation for teaching and their success with content-based language instruction.

### **Fiscal and Enrollment Impact and Estimated Budget**

Since all students would be regular full-time graduate students in both programs, there would be no additional cost to the programs. We would anticipate 2-3 students to enroll in the program per year.

## **Appendix 1**

### **M.A. in German program description and degree requirements**

The German Program in the Department of Germanic and Slavic Studies offers a highly respected Master's degree with concentration in either literature or linguistics. In addition to comprehensive training in the discipline, the department also provides candidates the opportunity to develop elementary and intermediate language teaching skills.

German courses are taught by a faculty of ten, whose diverse specializations enable the department to offer a wide variety of courses in German literature, culture, and linguistics. The low student-to-teacher ratio in graduate courses in this department allows both personal contact and close intellectual relationships between faculty and students.

Library holdings in the area of Germanic languages and literatures are among the largest in the South, containing some 25,000 volumes, 110 serial titles, four German newspapers, and two extensive microfilm collections for the early modern period. The department also maintains active ties with the University of Erlangen and the University of Rostock, and supports student and faculty exchanges.

### **ADMISSION**

#### **Graduate School Admission Requirements**

Application for admission to the graduate school should be filed online. For additional information on requirements and links to the online application form or downloadable printed forms, [click here](#).

#### **Students from American Colleges and Universities**

1. B.A., with minimum Grade Point Average of 3.0.
2. Graduate Record Examination (GRE) with minimum combined score of 800 (verbal and quantitative)
3. Two official college transcripts.

#### **Students from German-Speaking Countries**

1. Fulfillment of Grundstudium or completion of Zwischenprüfung plus two (2) semesters (not necessarily in Germanistik).
2. Graduate Record Examination (GRE) with minimum combined score of 800 (verbal and quantitative)
3. Official list of all university courses taken, with an official/certified translation of the names and courses.
4. Photocopies of Scheine.
5. Test Of English As A Foreign Language (TOEFL) with a score of 560 or higher (computer score 213).

Consult with the Akademisches Auslandsamt for proper procedure for taking GRE and TOEFL.

Credentials of students from other countries will be evaluated for their equivalency.

## **M.A. REQUIREMENTS**

### Residency

Teaching assistants must be in full-time residence for at least two semesters. Completion of the M.A. normally requires two years.

### Required courses

GRMN 8410, GRMN 4001/6001(or test), GRMN(LING) 7500 (if a Graduate Teaching Assistant)

Competency in an additional modern foreign or classical language (2002, 2500 or equivalent, with a grade of B or better)

Students with an emphasis in Literature must take at least one course in linguistics (this requirement may be fulfilled by GRMN(LING) 7500).

Students with an emphasis in Linguistics must take at least one course in literature or film (this requirement may be fulfilled by GRMN 8410).

No more than one Directed Readings/Projects (GRMN 8160, 3 hours) may count towards the total number of hours required for the M.A. degree.

### General requirements

Credits required by the Graduate School for M.A. degree: 30 (min. 24 in course work/max. 6 thesis or research). Students pursuing the non-thesis option are required to complete a minimum of 33 hours of course work in German Studies or Linguistics, excluding courses normally taken in connection with the thesis, such as GRMN 7000 Master's Research or GRMN 7300 Master's Thesis.

## **THESIS OPTION**

The final examination for the Master's degree consists of a written exam and a written thesis followed by an oral defense. The thesis will be written under the direction of a faculty member, whom the student should select in the course of the third semester of study in the program. In addition to the major professor (thesis director), the M.A. Committee will consist of two readers, whom the student should appoint in consultation with the thesis director by the end of the third semester of study. The major professor and readers are also charged with the evaluation of the written exam.

### The Written M.A. Exam

The purpose of the M.A. exam is to test the student's knowledge of German literature or Germanic linguistics as well as of a self-selected area of expertise. The exam is based on:

(a) a core reading list provided to the student upon acceptance into the program. The reading list is meant to be studied independently and should be prepared in full by the student for the exam. Students prepare the list that reflects their area of concentration in either literature or linguistics.

\* Core reading list in literature

\* Core reading list in linguistics

Students may request the substitution of readings from their respective reading list with works from either the same period or area similar in scope or content. Requests for substitutions shall be made in consultation with the major professor and will have to be approved by the entire committee.

(b) a supplemental reading list in an area of specialization of the student's choice, preferably related to the student's thesis topic. This reading list should be compiled by the student in consultation with the major professor and be distributed to all members of the M.A. Committee upon completion of the third semester of study.

The exam is comprised of questions from the three different professors serving on the student's M.A. Committee. It is three hours in length. Two hours of exam time should be devoted to questions concerning the core reading list (a), and one hour to questions concerning the supplemental reading list (b). The major professor will be responsible for questions related to the supplemental reading list.

Further specifications for the M.A. exam are as follows:

The exam

- . will be given in the department on the first Thursday in February
- . may be written by hand or on a computer
- . may be written in either English or German

The student's M.A. Committee will vote on the entire exam. A two-thirds majority constitutes a pass.

The M.A. Thesis

The purpose of the M.A. thesis is to apply advanced research skills and demonstrate the ability to analyze a given subject critically and in-depth.

Specifications for the thesis are as follows:

- . focuses on a topic in German Literature, German Studies, Germanic Linguistics, or Pedagogy.
- . may be the result of a substantially revised research paper or an independent project agreed upon in consultation with the faculty member directing the thesis.
- . must be at least 30 pages in length (in accordance with graduate school guidelines for formatting), excluding bibliography, dedication, table of contents, and appendices not belonging to the body of the thesis.
- . must be turned in to readers at least seven (7) days before the scheduled defense and fourteen (14) days before the student's submission of the thesis to the graduate school.
- . may be written in either English or German.

Students writing a thesis must complete at least 3 credit hours of GRMN 7300 Master's Thesis. The student must defend the thesis in an oral defense. While the Graduate School requires only a pass/no pass decision for thesis and oral defense, the department will internally evaluate the quality of the student's work in the following three categories: pass



with distinction, pass, and no pass. This evaluation shall be announced to the student at the end of the oral defense.

#### NON-THESIS OPTION

The department offers graduate students the option of a non-thesis M.A. Students who select this option will have to submit a comprehensive portfolio in lieu of the thesis and complete an additional nine credit hours of coursework in German Studies or Linguistics, excluding courses normally taken in connection with the thesis, such as GRMN 7000 Master's Research or GRMN 7300 Master's Thesis. Further specifications are as follows:

In principle, graduate students selecting the non-thesis option shall abide by the rules and adhere to stipulations given for the exam and thesis (as outlined above), including the timeline.

Accordingly, following their first year of study in the program, students will select an examination committee consisting of three faculty members, one of which shall serve as chair of the committee. The two other committee members shall be appointed by the student in consultation with the committee chair.

#### The Written M.A. Exam

Students will undergo the written examination in their area of specialization in accordance with the M.A. exam guidelines, preparing for an examination in either German literature or linguistics. However, the examinee's supplemental reading list shall be comprised of readings from two graduate seminars taken in the program instead of a single list related to the student's thesis topic.

#### The Student Portfolio

At least fourteen (14) days prior to the scheduled oral defense, the examinee will submit to the committee members a portfolio consisting of two seminar research papers, a critical essay of 6-8 pages reflecting on the research conducted, and materials related to achievements in research and/or teaching. The essay should be written in consultation with the major professor who should also be consulted with regard to the content of the portfolio. Materials included in the portfolio do not have to match the specific expertise of committee members.

The student must defend the portfolio in a one-hour oral defense which will serve to evaluate and critique the student's work. While the Graduate School requires only a pass/no pass decision for the defense, the department will internally evaluate the quality of the student's work in the following three categories: pass with distinction, pass, and no pass. This evaluation shall be announced to the student at the end of the oral examination.

## **Appendix 2**

### **M.A.T. in Foreign Language Education program description and degree requirements**

The Department of Language and Literacy Education prepares high-quality language educators for elementary, middle and high school levels. Scholars and educators within this department help shape the theory and praxis that guides literacy education, English education, foreign language education and English as a second language education.

The department boasts a strong heritage of research in and promotion of language and reading skills. Crucial research within this department continuously contributes to the development of answers to the new challenges facing students and teachers in the 21st century regarding discourse.

Department faculty have been nationally recognized for expertise within language and literacy development and education. Many have published their research and theories in books and professional journals, and have presented research findings in national conferences in areas such as critical literacy, methodology, social construction of literacy, situated learning, children's and young adult literature, language acquisition, foreign language acquisition, discourse analysis, and teacher preparation.

The M.A.T. in Foreign Language Education is designed for students who have earned undergraduate degrees and seek initial state certification to teach a foreign language in Georgia P-12 public schools. A wide range of program offerings and electives accommodates student needs and interests. The program consists of two groups of courses: graduate-level content courses which fulfill requirements for the master's degree and T-5 certification courses which fulfill requirements for teacher certification. The program provides students with opportunities to not only gain essential theoretical and practical knowledge necessary to excel in their professional world, but also to critically explore issues and challenges pertinent to the foreign language teaching practice. It is developed within a framework of critical pedagogy emphasizing the importance of exploring and experimenting with varied pedagogical approaches that reflect recent theoretical advances in second language acquisition and sociocultural theories of language learning.

### **Entrance Requirements**

All master's degree applicants must demonstrate proficiency with two languages.

- Proficiency in English, to be demonstrated through a bachelor's degree in English linguistics and literature, a bachelor's degree in a college where English was the medium of instruction, a passing score on the PRAXIS II examination, or TOEFL score of at least 550 (paper-based)/213 (computer-based).
- Proficiency in the target foreign language to be demonstrated through a bachelor's degree in that language, a bachelor's degree where that language was the medium of instruction, or a passing score on the PRAXIS II examination.

- 3.0 undergraduate grade point average.
- 900 GRE (verbal and quantitative) or 48 MAT.

### **Comprehensive Examination: Portfolio and Presentation**

The final examination is an opportunity for students to reflect upon and synthesize their experiences in the program in reference to their professional goals as scholars and educators. The final comprehensive examination for the M.A.T. in Foreign Language Education consists of (1) a portfolio, and (2) a presentation to faculty and students.

(1) Written examination: Portfolio: The development of a portfolio is an on-going process that begins as soon as students enter the program. Students are responsible for saving materials from coursework and other degree requirements that demonstrate significant learning. The final portfolio is based upon five to seven projects, written work assignments, or other activities that demonstrate students' accomplishment of the following program objectives:

- an understanding of important issues, trends, laws, programs, and policies in teaching and learning
- an understanding of theories of communication, and of additional language and literacy development
- knowledge of educational research and research methods
- ability to design and evaluate instructional materials, technology, media, and other resources for teaching
- knowledge of methods and practices for creating learning environments that support student success
- knowledge of teaching field

#### Contents of portfolio:

1. Title page with name and date
2. Student's resume/vita
3. Program of study (Numbers and names of courses taken, quarter taken, and final grades if available)
4. A three- to five-page written statement that:
  - a. demonstrates your ability to synthesize your experiences in the graduate program as they relate to program objectives and your professional goals as a scholar and educator.
  - b. describes your professional objectives for the future .
5. A one-page abstract for each of the five to seven projects described above. Each abstract must articulate how the project meets one or more of the program objectives.

A research project must be one of these projects.

(2) Oral examination: Presentation: Students will prepare a 15 to 20 minute presentation on a project contained in the portfolio. At a designated time in the last half of the semester, an oral examination will be held for examinees who have passed the written portfolio examination. The examination is open to all students and faculty. Three faculty members from the Teaching Additional Languages program will be present to evaluate oral presentations. Each student presentation will be followed by a discussion in which faculty will ask the presenter to expand on the synthesis and reflect on their experiences in the program that they undertook in their portfolio.

### **M.A.T. in Foreign Language Education: Program Requirements**

The M.A.T. program leads to the acquisition of a T-5 GA Teaching Certificate. T-5 certification is contingent upon the completion of all required graduate-level courses (36 credit hours) and certification courses (27 credit hours).

All students seeking certification are required to take the following:

- GACE Foreign Language Test
- ACTFL OPI

All students must complete 3 pre-requisite Foundations of Teaching courses (these courses can be taken prior to enrolling in the program and must be taken prior to student teaching)

#### **Foundations of teaching - 3 courses (these courses can be taken prior to enrolling in the program):**

EDUC(EFND) 2110 (Investigating Critical and Contemporary Issues in Education)

EDUC(EPSY) 2130 (Exploring Learning and Teaching)

SPED 2000 (Survey of Special Education)

#### **MA-level Courses – 12 courses (36 credit hours)**

##### Curriculum planning - 1 course:

3 LLED 7500 Curriculum Planning in Foreign Language Education, Grades P-12

##### Second language acquisition- 1 course:

3 LLED 5730/7730 (ONLINE) First and Second Language Acquisition and Development

OR

3 LLED 8600 Research on Second Language Acquisition

##### Cognitive development – 1 course:

3 LLED 6631 Bilingualism and Bilingual Education

OR

3 LLED 7045<sup>a</sup> (Fall) Special Topics in Language and Literacy Education

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<sup>a</sup> LLED 7045 is assigned to new special interest courses; number to change in the future

Technology – 2 courses:

- 3 LLED 7045 (Fall) Special Topics in Language and Literacy Education 1
- 3 LLED 7045 (Spring) Special Topics in Language and Literacy Education 2

Research methods - 2 courses:

- 3 LLED 7070 (Fall) Research Methods in Language Education
- 3 LLED 7655 (Spring) Master's and Ed.S. Research Practicum in Language and Literacy Education

Graduate-level target language study – 5 courses (15 credit hours):

Graduate-level coursework in foreign language and area studies departments

**Certification Courses**

Curriculum and methods - 3 courses (Fall)

- 3 LLED 4530 Foreign Language Curriculum and Methods, P-8
- 3 LLED 4531 Foreign Language Curriculum and Methods, Grades 7-12
- 3 LLED 5540 Creating Learning Communities in the Languages Other Than English (LOTE) Classroom

Practicum and Student Teaching - 2 courses (Spring)

- 3 LLED 5550 Field Based Practicum in Foreign Language Education, Grades P-12
- 15 LLED 5560 Student Teaching in Foreign Language Education, Grades P-12, OR LLED 5555 Supervised Foreign Language Internship

## Appendix 3

### Requirements for the Graduate School Interdisciplinary Certificate in University Teaching

The Graduate School, in collaboration with the Center for Teaching and Learning, offers an Interdisciplinary Graduate Certificate in University Teaching. The Certificate is presented in cooperation with academic departments and administrative units that support teaching and learning. The goal of the Certificate is to provide doctoral and terminal professional degree students with a multifaceted program that supports the enhancement of the student's teaching skills, prepares them for future academic positions, and provides an academic credential that should enhance students' opportunities for academic employment.

Graduate students interested in the Certificate should submit a [formal application](#) as soon as they have formulated plans for pursuing the Certificate. The application should include a letter of support from a faculty member who will serve as a mentor during the student's pursuit of the Certificate. Although it is desirable that this individual be a member of the graduate student's advisory committee, this is not required. The mentor may be an individual in the student's department, a Teaching Academy member, or a faculty member teaching one of the courses accepted as part of the Certificate.

In addition to the application, students should submit a [plan of study](#) for approval by the Certificate director. This plan of study should be submitted as early as possible after the student has decided to pursue the Certificate. Both David Knauft, Certificate director ([dknauft@uga.edu](mailto:dknauft@uga.edu)) and Paul Quick, Center for Teaching and Learning ([pauquick@uga.edu](mailto:pauquick@uga.edu)) are more than willing to assist the student in developing the plan of study.

Graduate Students enrolled in the program will satisfy the following minimum requirements:

- **Four Sections of Teaching at UGA:** Provide instruction in at least four sections at the University of Georgia as teacher of record, or as discussion or laboratory TA with significant responsibilities. Submitted documentation should include the sections with course number, date (to be) taught, and a brief description of the graduate student's responsibilities.
- **Nine Hours of Course Work:** Complete nine credit hours in course work related to teaching development from **at least** three of the four categories listed below. Courses taken to satisfy the certificate requirements cannot count toward the degree requirements unless previously approved in writing by the student's advisory committee and graduate coordinator.
  - **Teaching strategies** (three semester hours of GRSC 7770 or an equivalent course in the student's academic department— note that three hours are required, but GRSC 7770 is offered for variable credit),
  - **Student learning and assessment of the learning environment** (three semester hours on how students learn, classroom management, grading and testing),

- **Technology to support teaching and learning** (three semester hours of instruction on using technology to support teaching and learning),
- **Professional development for the academy** (three semester hours of instruction based on the student's need and approved by Certificate program director).
- **Approved Courses:** A list of approved courses in each category is available at [http://www.uga.edu/gradschool/forms&publications/proposed\\_courses.pdf](http://www.uga.edu/gradschool/forms&publications/proposed_courses.pdf)
- **Request Course for Approval:** Other courses, not yet approved for use in the Certificate program, may be included. To request use of a course in your plan of study that is not listed in the Course Options, send the following information to the Certificate Director ([dknauft@uga.edu](mailto:dknauft@uga.edu)) for review:
  - Name, academic department, email address and telephone number
  - Certificate category that the proposed course would satisfy (i.e., teaching strategies, student learning and assessment, technology to support teaching and learning, or professional development for the academy), UGA course title, course prefix and number, credit hours, and a copy of the syllabus or synopsis of the course
  - Name and signature of your Certificate mentor supporting the request

Requests will be evaluated and the student notified of the decision as soon as possible. Courses approved will be added to the list of course options.

- **Teaching Project:** The project is designed to demonstrate creativity or innovation in the teaching of a discipline. The project can take many different formats. Some examples include creation of a case study used in class, writing or making major revisions in lab manuals, creating and teaching new laboratory exercises, creating or modifying games or simulations used in class, involvement in course or curriculum revisions, effective mentoring of new TAs, or creation and use of other new teaching techniques. Evaluation of the effectiveness of the teaching project is not required, but is useful in demonstrating the scholarship of teaching and learning (see #6).

After completion of the teaching project, a brief report describing the project and its perceived effectiveness should be submitted to the Certificate director.

- **Scholarship of Teaching:** Demonstrate scholarship of teaching through preparation of a publication-ready manuscript, presentation of a teaching-related talk or poster at a professional meeting, or presentation of a poster or talk at the annual Fall Orientation for Teaching and Laboratory Assistants on the UGA campus. Because many graduate students may be unfamiliar with the scholarly methodology of teaching, both the Center for Teaching and Learning and the Graduate School can provide support for students seeking this expertise.

- **Teaching Portfolio:** Develop a twelve-page teaching portfolio that is submitted for evaluation and approved as part of the UGA Teaching Portfolio program [http://wwwctl.uga.edu/teach\\_asst/teaching\\_portfolio\\_program.htm](http://wwwctl.uga.edu/teach_asst/teaching_portfolio_program.htm).

The portfolio is usually a method to document the culmination of teaching excellence demonstrated by graduate students during their UGA experience, and often is submitted toward the end of an academic career. Documentation of successful completion of the portfolio program should be submitted to the Certificate director.