

JAN 15 2009

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. <u>08-57</u>	UWUCC Action-Date: <u>App-4/7/09</u>	Senate Action Date: <u>App-4/28/09</u>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Spanish	Phone 724/357-6452/2325

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
EDUC 453 Teaching of Foreign Languages in the Secondary School		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> Program Revision		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Kathy P. Barton</i>	1/14/09
Department Chair(s)	<i>Al Bernal</i>	1-14-09
College Curriculum Committee Chair	<i>Phil D. ...</i>	1-22-09
College Dean	<i>Ann</i>	1/22/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Joseph Dommarache TECC</i>	1-27-09
	<i>May Ann Raybath Dean COE-CF</i>	1-27-09
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4-7-09

* where applicable

Received

JAN 29 2009

Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

EDUC 453 Teaching of Foreign Languages in the Secondary School

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisites: Grade of C or better in SPAN 390 or FRNC/GRMN 390; permission of instructor.

This course is designed to help students develop an understanding of current theories of foreign language learning through exploration of relevant research. Students will read about and discuss the implications of key research for teaching in secondary school classrooms. Opportunities are provided for students to use the theoretical base to design and present classroom lessons and to reflect on the effectiveness of their teaching. Special attention is given to designing performance-based language assessments and to adapting instruction to address the special needs of learners. (Course taught fall semester only)

II. Course Outcomes

Students will be able to

1. Demonstrate an understanding of the foreign language profession's expectations for teachers (NCATE-approved standards developed by the American Council on the Teaching of Foreign Languages, the profession's learned society; Foreign Language Program Standards approved by the Pennsylvania Department of Education [PDE]).
2. Explain current theories of second language acquisition and discuss their implications for language instruction in secondary school classrooms.
3. Apply principles of language proficiency to the design of unit and lesson plan objectives, classroom activities, and assessments.
4. Use current K-12 foreign language student standards (national and state) to design unit and lesson plan objectives, classroom activities, and assessments.
5. Create unit and daily lesson plans that reflect functional language use and real-world contexts, that integrate K-12 student standards, and that address the special needs of learners (e.g., learners with physical or mental disabilities, gifted learners, heritage

learners).

6. Present classroom lessons that feature maximum use of the target language, contextualization of grammar and vocabulary, technology, and strategies for supporting the development of language acquisition (e.g., negotiation of meaning, comprehensible input, comprehension checks).
7. Differentiate instruction (i.e., adapt lessons) to meet the special needs of learners such as learners with physical or mental disabilities (i.e., “special education”), gifted learners, at-risk learners, and heritage language learners.
8. Create formative and summative language assessments.
9. Reflect on and evaluate their own growth in teaching (including their ability to differentiate instruction to meet the special needs of learners).

***SPECIAL NOTES:**

1. Since the focus of this class is to prepare teacher candidates to teach a foreign language, the theoretical foundation and approaches that are being taught are those that are used to also help English Language Learners (ELLs) in classrooms. In essence foreign language learners and ELLs have the same learning needs. Therefore, ELLs are not considered to be special needs learners in this class and special adaptations for them do not need to be learned. All of the hours (45) in this course apply to preparation for teaching ELLs in the K-12 foreign language classroom.
2. In this course, teacher candidates learn how to adapt instruction for K-12 students with “special needs.” One category of student in this group is the student with physical or mental disabilities (i.e., special education). In this course 14 hours (“special education”) are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities.

III. Course Outline

- A. Becoming Familiar With the Profession and Expectations for Foreign Language Teachers (2 hours)
 1. Architecture of the profession
 2. Three sets of teachers standards over the career continuum

Reading Assignment: *Preliminary Chapter of text*
- B. Understanding the Role of Input, Output, and Interaction in Language Learning (4 Hours) (*Special Ed=1 hour*)
 1. Second language acquisition theoretical frameworks
 2. Language learning as an individual achievement and as a collaborative achievement
 3. Introduction to special needs of learners in language classroom (learners with physical and mental disabilities, heritage learners)

Reading Assignment: *Chapter 1 of text; American Council on the Teaching of Foreign Languages*

(ACTFL). (2007). Diversity and inclusion in language programs. Retrieved August 5, 2008, from <http://www.actfl.org/i4a/pages/index.cfm?pageid=4743>; Lucas, R., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education. *Journal of Teacher Education*, 59(4), 361-373.

- C. Contextualizing Language Instruction to Address K-12 Standards for Foreign Language Learning (2 hours)
1. 5 goal areas and standards
 2. Concept of language proficiency: implications for instruction & assessment
Reading Assignment: *Chapter 2 of text*
Case Study Report #1
- D. Organizing Content and Planning for Integrated Language Instruction (2 hours)
(*Special Ed=1 hour*)
1. Thematic unit planning
 2. New Bloom's Taxonomy
 3. New paradigm for instructional planning
Reading Assignment: *Chapter 3 of text*; Biggins, A. R. & Givens, S. M. (2008). Teaching to diversity in the foreign language classroom. Retrieved August 11, 2008 from http://www.nclrc.org/about_teaching/topics/learner_diversity.html#teaching_to_diversity.
- E. Using an Interactive Approach to Develop Interpretive Skills (4 hours)
(*Special Ed=2 hours*)
1. Examination of authentic texts (oral, printed, video)
 2. Interactive Model for Integrating the Three Modes of Communication
Reading Assessment: *Chapter 6 of text*; Evarrs, S. B. & Knotek, S. E. (2005). Foreign language and special education. In A. L. Heining-Boynton, (Ed.), *2005-2015 Realizing our vision of foreign languages for all* (pp. 117-134). Upper Saddle River, NK: Pearson/Prentice Hall.
- Midterm Exam (1 hour)
- F. Addressing Student Diversity in the Language Classroom (4 hours)
(*Special Ed=3 hours*)
1. Multiple intelligences, learning styles, learning strategies
 2. Learners with special needs: special learning needs, special physical needs
 3. Gifted learners, heritage learners
 3. At-risk learners
 4. Differentiating instruction to meet special learning needs
Reading Assignment: *Chapter 10 of text*; Sparks, R., Humbach, N., & Javorsky, J. (2008). Longitudinal and individual differences among high and low-achieving, LD, and ADHD foreign language learners. *Learning and Individual Differences*, 18, 29-43.
Case Study Report #2: Special Ed=1 hour (case deals with Special Education students)

Peer Teaching #1: Interpretive Listening Lesson (2 hours) (*Special Ed=1/2 hour*:
Students must indicate lesson adaptations for special education needs)

- G. Using a Story-Based Approach to Teach Grammar (3 hours)
(*Special Ed=1 hour*)
1. Reformulating grammar instruction
 2. Story-based language teaching
- Reading Assignment: *Chapter 7 of text*; Mabbott, A. S. (1995). Arguing for multiple perspectives on the issue of learning disabilities and foreign language acquisition: A response to Sparks, Ganschow, and Javorsky. *Foreign Language Annals*, 28, 488–494.
- H. Developing Oral and Written Interpersonal Communication (3 hours)
(*Special Ed=1 hour*)
1. Interpersonal vs. presentational communication
 2. Teaching strategies for group interaction
 3. Developing interpersonal speaking through study of literature & culture
 4. Providing feedback in oral contexts
- Reading Assignment: *Chapter 8 of text*; Sparks, R. L., Artzer, M. L., Javorsky, J., Patton, J., Ganschow, L., Miller, K., & Hordubay, D. (1998). Students classified as learning disabled and non-learning disabled: Two comparison studies of native language skill, foreign language aptitude, and foreign language proficiency. *Foreign Language Annals*, 31, 535–551.
- Peer Teaching #2: Interpretive Reading Lesson (2 hours) (*Special Ed=1/2 hour*: Students must indicate lesson adaptations for special education needs)
- Peer Teaching #3: Whole Language Grammar Lesson (3 hours) (*Special Ed=1/2 hour*: Students must indicate lesson adaptations for special education needs)
- I. Developing Oral and Written Presentational Communication (3 hours)
(*Special Ed=1 hour*)
1. Process-oriented writing
 2. Oral and multimedia presentations
 3. Providing feedback in written contexts
- Reading Assignment: *Chapter 9 of text*; Sparks, R. L., Ganschow, L., Kenneweg, S., & Miller, K. (1991). Use of an Orton-Gillingham approach to teach a foreign language to dyslexic/learning disabled students: Explicit teaching of phonology in a second language. *Annals of Dyslexia*, 41, 96–118.
- J. Assessing Language Performance (4 hours)
(*Special Ed=1 hour*)
1. Authentic and standards-based assessment
 2. Performance assessment formats and design of rubrics
 3. Portfolio assessment
- Reading Assignment: *Chapter 11 of text*; Fairfax County Public Schools. (1992). *Strategies for learners with special needs in the foreign language classroom: A teacher's guide*. Fairfax, VA: Fairfax County School Board.
- K. Using Technology to Contextualize and Integrate Language Instruction
(3 classes)

1. Technology that facilitates language-learning processes
2. Computer-mediated communication (CMC)
3. Web-enhanced technologies

Reading Assignment: Chapter 12 of text

Final Exam Activity: Peer Teaching #4: 2nd Whole Language Grammar Lesson
(*Special Ed=1/2 hour*: Students must indicate lesson adaptations for special education needs)

IV. Evaluation Methods

The final grade will be determined as follows:

15% Midterm Exam: the format consists of one-third matching of concepts and theories, one-third short answer dealing with explanation of theories, and one-third short essay dealing with applications of theories to teaching practices.

40% 4 Peer Teaching Lessons (with lesson plans). Students will design lessons and will teach them to their class of peers. After each lesson presentation, students will submit a self-reflection to the professor by e-mail

15% 2 Case Study Reports. Students will read two case studies and will submit a report for each in which they respond to questions and complete short instructional tasks related to the theme of the case studies. Case Study 1 deals with developing a top-down listening lesson and Case Study 2 deals with differentiating language instruction to meet special needs of learners (especially students with physical or mental disabilities)

20% Other Homework Assignments. Students will complete the following short assignments:

- Thematic web and unit plan
- Information-gap activity
- Unit assessment (including oral assessment and rubric)

10% Final Culminating Unit Reflection: Throughout the course students will have been designing a unit plan by means of individual assignments. They will have been asked to make changes to materials using feedback provided by the professor. As the final task, students will submit a detailed reflection on their unit in which they reflect on (1) how their unit reflects theoretical frameworks, student standards, and higher levels of thinking on Bloom's Taxonomy; (2) how they might adapt the textbook to fit the unit; (3) how they would differentiate instruction to meet the special needs of learners; (4) how their unit assessment connects to unit plan objectives; and (5) what they have learned from creating the unit.

STUDENT OUTCOMES ASSESSMENT MATRIX

COE-ET Conceptual	ACTFL/NCATE	Spanish Educ. Program	Course	Course Assessment Technique
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Framework Component	Program Standards	Competencies	Objectives	Measuring Objectives
1.a.	4.a., 6.a.	1	1	Formative Activity Midterm Exam
3.b., 3.c., 3.d., 3.e.	3.a., 3.b.	2	2	*Case Study Report Midterm Exam
1.f., 2.b., 3.b., 3.c., 3.d., 3.e.	3.a., 3.b., 5.a., 5.b., 5.c.	3, 5, 12	3	Formative Activity Assessment Design
1.c., 1.f., 3.c.	4.a., 4.b., 4.c	1	4	Formative Activity Lesson Plan Design
1.a., 1.b., 1.c., 1.d., 1.e.	3.a., 4.a.	1	5	Lesson Plan Design Formative Activity
2.a., 2.b., 2.c., 2.d., 2.e., 3.a., 3.b., 3.c., 3.d., 3.e.	2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	6	*Lesson Plan Design & Teaching Material Development
1.b., 1.e., 2.a., 2.b., 3.b., 3.c., 3.d., 3.e.	3.b.	1, 2, 4	7	Formative Activity Lesson Plan Design *Case Study Report
1.b., 1.f., 3.d., 3.e., 4.b.	5.a., 5.b., 5.c.	12	8	Assessment Design Formative Activity
4.a., 4.e., 4.f.	6.a., 6.b.	15	9	Final Culminating Unit Reflection Self-Reflections on Lesson Plans

**Indicates assessments designed for mean and score range aggregated reporting.*

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

VI. Attendance Policy

The number of allowable UNEXCUSED ABSENCES in EDUC 453 is THREE. Absences may be excused only for (1) extended illness or emergency [Note: In cases of illness, a receipt from the Health Center will be accepted if the absence is for one day only. When the absence occurs for two or more consecutive days, a note from a physician is required—either a notation on the Health Center form or a separate letter—stating the number of days that the student was supposed to miss. In either case, the student must present the Health Center receipt or physician note on the day the student returns to class or else the receipt/note will not be accepted.], and (2)

University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

Please note: The Spanish Dept. attendance policy states that for each unexcused absence after the THIRD class, 2% points will be subtracted from the final grade.

VII. Required Textbooks, Supplemental Books and Readings

Required: Shrum, J. L., & Glisan, E. W. (2005). *Teacher's handbook: Contextualized language instruction (3rd ed.)*. Boston, Heinle & Heinle.

Note: This methodology text features one entire chapter that is devoted to addressing the diverse needs of learners in the language classroom. This includes students with diverse language backgrounds (i.e., heritage learners), at-risk learners, gifted learners, and those with physical and mental disabilities (including deaf and hard-of-hearing learners, visually impaired learners, learners with auditory processing difficulties, learning disabled). In addition, the entire text integrates attention to these diverse learner groups throughout the other chapters.

Supplemental: National Standards in Foreign Language Learning Project.(2006). *Standards for foreign language learning*. Yonkers, NY.

VIII. Special Resource Requirements

Each student will be expected to provide supplies needed for designing and presenting lessons (such as art paper, poster board, realia, objects, computer flash drive).

IX. Bibliography

Note: The references that are preceded with an asterisk (*) are those that pertain specifically to learners with physical or mental disabilities (i.e., special education).

American Council on the Teaching of Foreign Languages. *ACTFL performance guidelines for K-12 learners*. (1998). Yonkers, NY: The American Council on the Teaching of Foreign Languages.

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- Ellis, R. (1997). *SLA research and language teaching*. Oxford: Oxford University Press.
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- *Sparks, R. L., Ganschow, L., Kenneweg, S., & Miller, K. (1991). Use of an Orton-Gillingham approach to teach a foreign language to dyslexic/learning disabled students: Explicit teaching of phonology in a second language. *Annals of Dyslexia*, 41, 96-118.
- *Sparks, R., Humbach, N., & Javorsky, J. (2008). Longitudinal and individual differences among high and low-achieving, LD, and ADHD foreign language learners. *Learning and Individual Differences*, 18, 29-43.

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2. Summary of proposed revisions: This foreign language methodology course is being updated in order to (1) reflect current research and practices in foreign language teaching and (2) integrate more focus on the teaching of students with physical and mental disabilities. Although the course has evolved since the last curriculum revision and has added these areas in recent years, the official course syllabus of record has not reflected the updates. With this course revision, the syllabus will reflect what is currently taught and emphasized in the course. Also, the syllabus lists the hours devoted to the teaching of students with special physical and mental disabilities in the foreign language classroom.

3. Justification/rationale for the revision. The Pennsylvania State Board of Education has adopted recent changes that require all teacher preparation programs to include a specific number of hours of instruction devoted to adaptations and accommodations for diverse students in an inclusive setting and the instructional needs of English Language Learners (ELL).

A note has been inserted on page 3 of the syllabus to explain that, since the focus of this class is to prepare teacher candidates to teach a foreign language, the theoretical foundation and approaches that are being taught are those that are used to also help English Language Learners (ELLs) in classrooms. Therefore, ELLs are not considered to be special needs learners in this class and special adaptations for them do not need to be learned. All of the hours (45) in this course apply to preparation for teaching ELLs in the K-12 foreign language classroom.

The note on page 3 indicates that in this course, teacher candidates learn how to adapt instruction for K-12 students with “special needs.” One category of student in this group is the student with physical or mental disabilities (i.e., special education). Fourteen hours (“special education”) are devoted to learning about and adapting instruction/assessment for the student with physical or mental disabilities in EDUC 453.

In sum, EDUC 453 is being revised to include more of a focus on the student with physical or mental disabilities, as well as to update course content to align with current research in foreign language education.

4. The Old Syllabus of Record

I. Catalog Description

EDUC 453 Teaching of Foreign Languages in the Secondary School

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisites: Grade of C or better in SPAN 390 or FRNC/GRMN 390; permission of instructor.

This course is designed to help students develop an understanding of current theories of foreign language learning through exploration of relevant research. Students will read about and discuss the implications of key research for teaching in secondary school classrooms. Opportunities are provided for students to use the theoretical base to design and present classroom lessons and to reflect on the effectiveness of their teaching. Special attention is given to designing performance-based language assessments and to adapting instruction to address the special needs of learners. (Course taught fall semester only)

II. Course Outcomes

Students will be able to

1. Demonstrate an understanding of the foreign language profession's expectations for teachers (NCATE-approved standards developed by the American Council on the Teaching of Foreign Languages, the profession's learned society; Foreign Language Program Standards approved by the Pennsylvania Department of Education (PDE).
2. Demonstrate an understanding of current theories of second language acquisition and implications for language instruction in secondary school classrooms.
3. Demonstrate an understanding of how language proficiency can be developed and assessed in the secondary school classroom.
4. Demonstrate an understanding of current national and state standards for foreign language learning accepted by the language profession and how to address them in planning, teaching, and assessment.
5. Design appropriate unit and daily lesson plan objectives.
6. Plan and deliver effective classroom lessons that are contextualized, address the standards for foreign language learning, and integrate technology.

7. Adapt lessons for diverse secondary school learners.
8. Demonstrate an understanding of how to conduct formative and summative language assessment.
9. Reflect on their own growth in teaching.

III. Course Outline

- A. Understanding the Role of Input, Output, and Interaction in Language Learning (4 hours)
 - Observation of child interacting in his/her native language
 - Case study exploration
- B. Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning (4 hours)
 - Examination of textbook exercises for degree of contextualization
- C. Organizing Content and Planning for Integrated Language Instruction (2 hours)
 - Small-group design of objectives
 - Case study exploration
- D. Using an Interactive Approach to Develop Interpretive Skills (3 hours)
 - Examination of authentic materials
 - Small-group discussion of interactive model
 - First Case Study Report due
- E. Using a Story-Based Approach to Teach Grammar (4 hours)
 - Viewing and discussion of video taped whole language lesson
 - Examination of grammar treatment in textbooks
- F. Peer Teaching #1: Listening Lesson (3 hours)
- G. Midterm Exam; Peer Teaching #2: Whole Language Grammar (4 hours)
- H. Developing Oral Interpersonal and Presentational Communication (4 hours)
 - Participation in demonstration of methods
 - Cooperative learning
 - Case study exploration
- I. Developing Written Communication Skills Through Integration of the Three Modes (3 hours)
 - Small-group design of process-oriented writing activity
 - Peer Teaching #2: Reading Lesson (to hand in)

- J. Assessing Language Performance (3 hours)
 - Viewing and discussion of video tape of Oral Proficiency Interview
 - Analysis of sample assessment instruments (formative & summative)
 - Second Case Study Report due
- K. Addressing Student Diversity in the Language Classroom (2 hours)
 - Multiple intelligences, learning styles, learning strategies
 - Learners with special needs
 - Heritage language learners
- L. Using Technology to Contextualize and Integrate Language Instruction (3 hours)
 - video and audio
 - e-mail, chatrooms, listservs
 - the Internet
 - computer-assisted instruction
- M. Peer Teaching #4: 2nd Whole Language Lesson (2 hours)
- J. Wrap-Up & Review (2 hours)
- O. Final Exam (During Final Exam Week)

IV. Evaluation Methods

The final grade for the course will be determined as follows:

30% Midterm & final exams (consisting of matching, short answer, essay).

40% 4 Peer Teaching Lessons (with lesson plans). Students will design lessons and will teach them to their class of peers. Afterwards, they will submit to the professor by e-mail self-evaluations for each lesson.

15% 2 Case Study Reports. Students will read two case studies and will submit a report for each in which they respond to questions and complete short instructional tasks related to the theme of the case studies.

15% Other Homework Assignments. Students will complete the following short assignments:

- Writing Lesson Objectives
- Creating an Information-Gap Activity
- Designing a Writing Activity
- Creating Assessment Items

STUDENT OUTCOMES ASSESSMENT MATRIX

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
1.a.	4.a., 6.a.	1	1	Formative Activity Midterm Exam
3.b., 3.c., 3.d., 3.e.	3.a., 3.b.	2	2	*Case Study Report Midterm Exam
1.f., 2.b., 3.b., 3.c., 3.d., 3.e.	3.a., 3.b., 5.a., 5.b., 5.c.	3, 5, 12	3	Formative Activity Assessment Design
1.c., 1.f., 3.c.	4.a., 4.b., 4.c	1	4	Formative Activity Lesson Plan Design
1.a., 1.b., 1.c., 1.d., 1.e.	3.a., 4.a.	1	5	Lesson Plan Design Formative Activity
2.a., 2.b., 2.c., 2.d., 2.e., 3.a., 3.b., 3.c., 3.d., 3.e.	2.a., 2.b., 2.c., 3.a., 3.b., 4.a., 4.b., 4.c	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	6	*Lesson Plan Design & Teaching Material Development
1.b., 1.e., 2.a., 2.b., 3.b., 3.c., 3.d., 3.e.	3.b.	1, 2, 4	7	Formative Activity Lesson Plan Design
1.b., 1.f., 3.d., 3.e., 4.b.	5.a., 5.b., 5.c.	12	8	Assessment Design Formative Activity
4.a., 4.e., 4.f.	6.a., 6.b.	15	9	Self-Evaluations on Lesson Plans

**Indicates assessments designed for mean and score range aggregated reporting.*

V. Grading Scale

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

VI. Attendance Policy

The number of allowable UNEXCUSED ABSENCES in EDUC 453 is THREE. Absences may be excused only for (1) extended illness or emergency [Note: In cases of illness, a receipt from the Health Center will be accepted if the absence is for one day only. When the absence occurs for two or more consecutive days, a note from a physician is required—either a notation on the Health Center form or a separate letter—stating the number of days that the student was supposed to miss. In either case, the student must present the Health Center receipt or physician note on the day the student returns to class or else the receipt/note will not be accepted.], and (2)

University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

Please note: The Spanish Dept. attendance policy states that for each unexcused absence after the THIRD class, 2% points will be subtracted from the final grade.

VII. Required Textbooks, Supplemental Books and Readings

Required: Shrum, J. L. & Glisan, E. W. (2000). *Teacher's handbook: Contextualized language instruction (2nd. ed.)*. Boston, Heinle & Heinle.

Supplemental: National Standards in Foreign Language Learning Project. (1996). *Standards for foreign language learning*. Yonkers, NY.

VIII. Special Resource Requirements

Each student will be expected to provide supplies needed for designing lessons (such as art paper, poster board, realia, objects).

IX. Bibliography

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Yu, C. (2000). Technology and language learning: Contexts, issues, and promises. In R. M. Terry (Ed.), *Agents of Change in a Changing Age* (pp. 141-168). Northeast Conference Reports. Lincolnwood, IL: National Textbook Co.

Part III. Letters of Support: A letter of support from the Department of French and German is attached since EDUC 453 is taught by a professor in the Department of Spanish and students of French and Spanish enroll in the course.

Indiana University of Pennsylvania

Department of French and German
Sutton Hall, Room 455
1011 South Drive
Indiana, Pennsylvania 15705-1046

724-357-2325
Fax: 724-357-1268
Internet: <http://www.iup.edu/french-german>

December 11, 2008

Dr. Eileen Glisan, Coordinator
B.S.Ed. in Secondary Spanish Education Program
Sutton Hall, Room 455
Indiana University of Pennsylvania
Indiana, PA 15705-1046

Dear Dr. Glisan:

I have read your curriculum proposal for revising the EDUC 453 course (Teaching Foreign Languages in the Secondary School). I am the Coordinator for the B.S.Ed. in Secondary French Education Program, and my advisees have to pass this class before being allowed to student teach. I would like to offer my unconditional (and grateful) support in favor of these revisions. I have no doubt that the proposed measures will strengthen the course and thus improve the quality of both the Spanish and French Education candidates.

The new *Course Outline* addresses recent state teacher certification requirements to integrate topics concerning English Language Learners (ELL) as well as students with Special Needs in our K-12 certification programs. The new *Course Outcomes* underscores more what our candidates will be able to *do* at the end of the course and less the knowledge we are expecting them to acquire. This emphasis is also evident in the new *Evaluation Method*, which now clearly favors assessments and assignments helping our candidates to demonstrate their capacity to create rich learning experiences for all learners. These changes will poise the Spanish Education program and the French Education program to meet even more clearly many of the requirements of the American Council on the Teaching of Foreign Languages (ACTFL), the National Council for Accreditation for Teacher Education (NCATE), and the Pennsylvania Department of Education (PDE).



I am grateful for your leadership, and I look forward to our continued collaboration in the area of foreign language teacher preparation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jean-Louis P. Dassier".

Dr. Jean-Louis P. Dassier
Coordinator, French Education

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. 08-58a.	UWUCC Action-Date:	Senate Action
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person: Soo Chun Lu / <i>Laurie Nicholson</i>	Email Address sclu@iup.edu
Proposing Department/Unit College of Education <i>Teachers Educ. Coord. Council</i>	Phone 724-357-2284

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) SYLLABUS AMNESTY <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change	
<u>Current Course prefix, number and full title</u> EDUC 242: Pre-Student Teaching Clinical Experience I	<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Track	
<u>Current program name</u>	<u>Proposed program name, if changing</u>
4. Approvals	
Department Curriculum Committee Chair(s)	<i>n/a</i> <i>EDUC course for all teachers ed</i>
Department Chair(s)	<i>n/a</i> <i>EDUC course for all teachers ed</i>
<input checked="" type="checkbox"/> College Curriculum Committee Chair	<i>Joseph Domaracki (TEC) 3-9-08</i>
College Dean	<i>Mary Ann Rafath 12-9-08</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	<i>Mary Ann Rafath 12-9-08</i>
UWUCC Co-Chairs	

* where applicable

Received

JAN 29 2009

Liberal Studies

Part II. Description of Curriculum Change

Summary of Changes

Old Catalog Description	New Catalog Description
EDUC 242 var-1 cr Prerequisite: Admission to teacher certification Observation/participation in a basic education classroom beginning not later than the sophomore year. Transfer students (and other selected students at the recommendation of the teacher education coordinator of the program) may register later than sophomore year upon admission to teacher certification.	EDUC 242 var-1 cr Prerequisite: Admission to teacher certification Introduces specific competencies that relate to individual major fields of teaching and university based instruction, as well as observation/participation in a Pre-K to grade 12 school field experience. These competencies incorporate strategies and techniques for addressing the needs of all students, including those with special and English language learning needs.

Justification/rationale for the change

The existing language in the catalog no longer reflects how this course is taught at IUP. As it is taught, the course combines both instruction and observation/participation in a field experience. The new language reflects the attention paid to the diverse needs of students in the classroom, including those with special and English language learning needs. In light of the current Pennsylvania Department of Education requirements regarding special needs and English language learners for teaching training programs, a revision of the catalog language to provide an accurate description of this course is therefore prudent. Also, in line with the three-step requirements for admission to teacher certification, students cannot enroll in this course until they have completed at least 48 credits of coursework.

Syllabus of Record (Amnesty)

EDUC 242

a. Catalog Description

EDUC 242

var-1 cr

Prerequisite: Admission to teacher certification

Introduces specific competencies that relate to individual major fields of teaching and university based instruction, as well as observation/participation in a Pre-K to grade 12 school field experience. These competencies incorporate strategies and techniques for addressing the needs of all students, including those with special and English language learning needs.

b. Course Outcomes

Students will be able to:

1. relate theory to practice in discussions.
2. identify national and state standards relevant to specific content areas.
3. articulate an understanding of pedagogical knowledge, skills and dispositions applicable to the K-12 classroom environment.
4. design appropriate lesson objectives for specific content areas and grade levels.
5. design and present mini lessons.
6. identify ways to meet the learning needs of diverse students, including those with special and English language learning needs.
7. identify, through the field experience, a range of teaching strategies and learning activities that cater to learners of different grade levels, abilities, aptitudes, and physical conditions.
8. devise instructional strategies and learning activities for diverse students, including those with special and English language learning needs.
9. reflect on their field experience in the field experience report.

c. Basic Course Outline

In this course, the instructor will introduce students to teaching in the relevant discipline(s). Through university-based instruction, observation of teachers and elementary and/or secondary school students in the field, interviews with special education teachers and English Language support teachers, this course will address the following topics:

- National and state standards relevant to specific content areas
- Professional dispositions
- Basic lesson planning and preparation
- Basic pedagogical skills
- Teaching strategies and learning activities that can reach a diverse range of students
- Development and presentation of lessons
- Meeting the needs of English language learners and students with special needs.

Subject: EDUC 242 342 Proposals
From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>
Date: Tue, 09 Sep 2008 10:28:20 -0400
To: Soo.lu@iup.edu

Soo,

The TECC curriculum committee reviewed your proposals and offers to you the following feedback.

College of Education and Educational Technology

EDUC 242

- Correct the cover sheet to read EDUC 242 and put in correct course title.
- Check Course Revision on the cover sheet.
- Because the course objectives have been changed the proposal must be resubmitted as a Course Revision and should include the new and old syllabi as well as a summary of changes and justification.
- It is suggested that the last sentence of the rationale be deleted.
- The first sentence of the new catalog description should read as follows: "Introduces specific competencies that relate to individual major fields of teaching and university based instruction as well as observation/participation in program specific Pre-K to grade 12 field experiences".

EDUC 342

- Correct the cover sheet to read EDUC 342 and put in correct course title.
- Check Course Revision on the cover sheet.
- Because the course objectives have been changed the proposal must be resubmitted as a Course Revision and should include the new and old syllabi as well as a summary of changes and justification.
- The first sentence of the new catalog description should read as follows: "Introduces specific competencies that relate to individual major fields of teaching and university based instruction as well as observation/participation in program specific Pre-K to grade 12 field experiences".

Final Note - Revisions should be made to the EDUX 242 and EDUC 342 proposals and re-submitted to the committee for further review.

If you have any questions please let me know.

Joe

--

Joseph W. Domaracki, Ph.D.
Professor
Chairperson
Department of Special Education and Clinical Services
IUP
200 Davis Hall,

TECC Minutes
Monday, March 24, 2008
138 Stouffer
3:30 p.m.

Present:

Lynne Alvine -	John Kuehn - ✓	Dawn Woodland - ✓
Edel Reilly - ✓	Jim Lenze -	Holly Travis - ✓
John Baker -	Soo Lu - ✓	Susan Fello -
Kathy Barton -	Sally McCombie - ✓	Mary Anne Hannibal - ✓
Rich Nowell - ✓	Wayne Moore - excused	<i>Non-Members</i>
Michael Briggs - ✓	Linda Norris - ✓	
Ken Coles - ✓	Karen Rivosecchi - ✓	Mary Ann Rafoth - ✓
John-Louis Dassier - ✓	Stan Sobolewski- excused	Laurie Nicholson - ✓
Sharon Deutschlander - ✓	Mark Staszkiwicz -	Judy Geesey - ✓
Joe Domaracki - ✓	Robert Sweeny- ✓	Frank Brooks - excused
Eileen Glisan - ✓	Mark Twiest - ✓	Joanne Kerr - ✓
Mary Jalongo -	Janet Walker - ✓	Karen Stein -
Linda Klingaman - ✓	Kelli Jo Moran - ✓	Gail Sechrist - ✓

1. Call to order 3:35 pm. by Mary Ann Rafoth
2. Review of minutes from February 25, 2008. Unanimous approval of minutes with changes submitted by PSE on a motion by Eileen Glisan, 2nd by Holly Travis.
3. Paul Dronsfield notified Dr. Rafoth the week of March 10th that he would be retiring as of March 14th due to health issues. Verbal approval to begin search for replacement. Dr Rafoth will be acting as certification officer and other issues of the position.
4. Mary Sadler presented Liberal Studies Revision Proposal and impact on Teacher Education Programs. On Senate agenda for March 25th meeting.
 - Had input from many different venues. Proposal was not supported and it was acknowledged that faculty could not support with too many uncertainties.
 - Changes:
 - Learning Skills – first year experience built in for student retention
 - English Composition I & II retained; ENGL 101 from 4 credits to 3 credits
1 credit for out of class conference; section limited to 20 students
 - Mathematics requirement 3 – 4 credits
 - Health & Wellness 3 credits; to be redone with new options
 - Foreign Language; focus groups agreed 3 credits not enough
Dr. Rafoth stated need clause to allow Teacher Education permitted to use ELL for 3 credit foreign language. ELL is not comparable to foreign language. Certification programs cannot have foreign language and ELL with allowed credits.
 - Knowledge areas retained eliminate Senior Synthesis and add Capstone requirement. Will be redesigned for program needs with menu of options.
 - Natural Science; 7 – 8 credits. all students required one course with lab; could be one non-lab; Science Literacy across the curriculum course must be fifty percent science.
 - Some major credit requirements will not allow new liberal studies requirements. Core courses being driven by Liberal Studies. Students losing core courses need to be competent teacher to meet liberal studies requirement.
 - If necessary. Liberal Studies would support separate Liberal Studies requirements for education majors. No senior synthesis use as departmental capstone credits. Requirements must work for majority of students.

No senate vote is still unanswered questions or concerns.

- Dr. Rafoth stated secondary education can go 3 credits above current level. Dual certification programs 130 – 135 credits. Allow Ed Psych as social science elective.
- Major courses can have an oral communication across the curriculum (OC). Other departments interested in offering courses; English, Theater, Journalism, TST. Education methods, EDUC 342 and EDUC 441 courses could have OC designation. Students must present in EDUC and attached seminar to student teaching.
- Dr. Rafoth stated PDE recommends 48 credits in liberal studies including 6 credits in English – 3 credits composition/3 credits American or English literature, have been able to use Humanities Literature but not all instructors include American or English literature in their course. Multicultural Education would count as Global Communication course. May need exceptions for Teacher Education for courses already in curriculum. Most education majors have required electives and are not able to take classes of interest.

5. Committee Reports

A. Curriculum - Joe Domaracki

a. Business Education Master's proposal

Last revision done in 1999 PDE required updated

Will make available for review and TECC will vote at April meeting.

B. Field and Partnership

The next meeting scheduled for Thursday, April 24, 2008. Issues to be discussed:

- TB testing and school code requirement vs. district requirements
Districts one year old/may request new one
- Will repeated TB tests cause a false positive result? How often can test be given?
- Student teachers and cell phones, MySpace, Facebook

C. Student Advisory

Dr. Rafoth attended the Kappa Delta Phi meeting. Approximately 60 to 70 students attended. Dr. Fello and Dr. Paquette are advisors. Explained the difference of degree vs. certification and what appears on transcripts. Discussed certification changes and reason for them. Departments need to encourage student to join. Fundraiser by selling t-shirts for Kenya student.

D. Ad-Hoc Committees

1. Unit Assessment Committee

- NCATE requires institutions to review data from their assessment system and make changes as needed for improvement.
- Will be looking at key assessments and methods courses
- Praxis II content knowledge data for trends of problems and how to correct
- Questions to use for data assessment
- SPYDAR reports for 2005 – 2006 posted
Some programs missing data must be completed along with current year
All report completed by May 1st to be posted to NCATE website

2. EDUC 242/342 Committee

- Committee met and developed new catalog language for 242/342. Developed generic description or template to be modified by programs. Core objectives same for all. Each program to add objectives and assignments to be met. Change course description to clarify course objectives. Will double post as college core and program requirement. When approved will submit for curriculum revision. NCATE requires syllabus for 242/342 to be posted.
- ~~Approved with changes~~ 1. Kelly Jo Moran 2. Eileen Glisan

3. Teacher Work Sample Committee

- Excellent examples are being turned in. Early Childhood requires TWS for first and second quarter placements.
- Next step is to eliminate confusion of the portfolio. TWS is part of portfolio.
- TB testing – provided handout. Most school districts require students to have current TB test less one year old when entering Step 3. At time of placement for field experience school district will determine need for new test. Information to be posted to Teacher Education website along with departmental sites.

4. Old Business

A. EDEX-ELL

- Has met with secondary programs for course revisions.
- Received memo that finalized guidelines will be issued in April. Approved the increase of 3 credits for secondary programs.
- Meeting with Special Education and PSE to discuss mid-level and available options to meet requirements.
- To receive timeline from PDE for site review. PDE has hired new person to direct site reviews.
- PDE very clear contact hours to be taught by Special Ed faculty. For special accommodation areas must have deep knowledge of Special Ed. Cannot just consult on syllabus but include co-teaching, continuing collaboration across departments. Arts and sciences must collaborate with other departments.
- Must balance with workload.

B. SPA Reports

- Must be completed one year prior to NCATE visit. Due March 2009.
- Will establish timeline for SPA report postings for departments.
- Early Childhood accreditation will remain same. Not sure how Middle Level will be done.

6. New Business

Dr. Woodland announced at the National Business Association meeting Dr. Wayne Moore was named National Collegiate Teacher of the Year.

Also local chapter of Pi Omega Pi was named one of the top ten in the nation.

Meeting was adjourned at 4:50 pm

Next meeting April 23, 2008.