

LSC Use Only Proposal No:  
LSC Action-Date:

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UWUCC Use Only Proposal No:  
UWUCC Action-Date:

JAN 17 2012  
Senate Action Date:

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Jean-Louis P. Dassier	Email Address dassier@iup.edu
Proposing Department/Unit Foreign Languages	Phone 7965

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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 type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input checked="" type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: French - College Language Requirement

Proposed program name, if changing: \_\_\_\_\_

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan Sams</i>	11-15-11
Department Chairperson(s)	<i>[Signature]</i>	11-16-11
College Curriculum Committee Chair	<i>[Signature]</i>	1/13/12
College Dean	<i>[Signature]</i>	1/18/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	<i>David W. Filomen</i>	2-8-12
Additional signature (with title) as appropriate	<i>Edel Beilly Chair of TECC Unit</i>	12/12/11
UWUCC Co-Chairs	<i>A. [Signature] COE DEAN</i>	1/25/12

Received  
JAN 25 2012  
Liberal Studies

**Part II. Description of Catalog Change:** 2010-2011 Undergraduate Catalog, page 103, second column, second paragraph under “College Language Requirements”

**1) Summary of Change:**

The current proposal clarifies the placement procedure in the French program and adds a new optional procedure to receive IUP course credit in French through demonstration of oral proficiency levels. This proposal presents three changes:

- 1) It eliminates the mention of a defunct departmental written placement test that was never used in the last five years;
- 2) It describes for students the placement procedure pilot-tested by the French Program and IUP’s Advising and Testing Center using a licensed online placement test (WebCape);
- 3) It adds a new optional procedure for incoming students to receive course credit for their oral proficiency levels in French through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). This new policy would create the same opportunity to French learners that has been offered by the Spanish Department to Spanish learners since 2005.

**2) Rationale for Change:**

Placement.

The first and second changes were necessary to describe accurately the current French placement procedure. Since 2008 in our pilot test, students have effectively been placed into the appropriate course levels by means of the online WebCape placement test. The online WebCape placement test is a national program created at Brigham Young University (BYU) that is widely used throughout in American universities. It is more reliable than the defunct departmental written exam. The calibration proposed by BYU has been adapted to IUP specific population. It is also more flexible and induces less test anxiety as it allows potential students to take the test online at their own convenience. In addition, the procedure that has been pilot-tested allows students to consult with a faculty if/when the placement recommended by WebCape is not deemed satisfactory. It is an asset to the French program that has been approved by the Office of the Dean of Humanities and Social Sciences as well as IUP’s Advising and Testing Center.

IUP Course Credit for Acquired Proficiency.

As the new Department of Foreign Languages gets on its way, the French program is inspired by the past successes of the Spanish program. The proposed new policy to receive French course credit for demonstrated oral proficiency level mirrors a similar proposal made by our colleagues in Spanish in 2004/2005, and which was implemented for the first time in the Fall of 2005. It reflects also the recommendations of our local K-12 French teachers who have informally expressed their wish to send their most

motivated learners toward university programs that would provide them with such opportunities; it is a potentially effective tool for recruiting new students at IUP. The proposed description serves also to clarify the course equivalencies for oral proficiency levels demonstrated beyond “Intermediate-Mid.” The change reflects a policy tested in the Spanish program to permit native or heritage speakers (such as the growing number of Haitian students coming to IUP from the Philadelphia area) to earn course credit as well.

**3) Text of the new program catalog paragraphs.**

Placement

Students with no previous French study will be placed in FRNC 101, a class reserved for true beginners. Students with previous French study in high school or college will be placed into the appropriate course by means of the online WebCape placement test. This test may be taken more than once before enrolling in French courses: it is free of charge for IUP students. Instructions on how to take the online WebCape test are available online on the departmental website and in print in the Department of Foreign Languages office (Sutton Hall). As deemed necessary by the individual student or French faculty, the proposed WebCape placement may be further refined: students’ writing and speaking proficiency may be additionally assessed by one or more faculty members in the French Program in the Department of Foreign Languages. Each student’s individual requirements and the judgment of the classroom instructors will also be considered in placement. No student will be allowed to register for or take a D/F repeat in FRNC 101, 102, or 201 when credit has already been received for a higher numbered course.

IUP Course Credit for Acquired Proficiency.

Incoming students may receive course credit for their oral proficiency levels in French through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in French at IUP:

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP French Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either FRNC 102
Intermediate High/Advanced Low	8 Lower Division credits	FRNC 102 + FRNC 201
Advanced Mid	10 Lower Division credits	FRNC 201 + FRNC 202 + FRNC 331
Advanced High/Superior	10 Lower Division credits + 2 Upper Division credits	FRNC 201 + FRNC 202 + FRNC 331 + FRNC 431

To begin the process, students must contact LTI by e-mail ([testing@languagetesting.com](mailto:testing@languagetesting.com)) to request an ACE College Credit Recommendation by OPI Examination information package

and application. There is a fee for the OPI and an ACE application fee to be paid by the candidate.

**4) Text of the old program catalog paragraphs.**

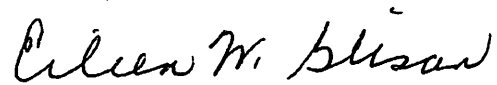
**Placement/Exemption**

The student with no previous French study will take FRNC 101 (3cr) as a prerequisite. Students with previous French study will be placed into the appropriate course level by means of a written departmental exam administered in the summer for entering freshmen and during the first week of the semester for other students. No student judged to be a native speaker of French will be allowed to enroll in any course below the 300 level, with the exception of FRNC 254.

**Part III. Letters of Support or Acknowledgement**

students to our programs. I would be happy to assist you in any way with this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Eileen W. Glisan". The signature is written in black ink and is positioned below the word "Sincerely,".

**Dr. Eileen W. Glisan**

**University Professor & Professor of Spanish & Foreign Language Education**

**Coordinator, Spanish Education K-12 Program, IUP**

**Immediate Past President, American Council on the Teaching of Foreign Languages (ACTFL)**

# HEMPFIELD AREA HIGH SCHOOL

WESTMORELAND COUNTY - 4345 Route 136 - GREENSBURG, PA 15601 - TELEPHONE (724) 834-9000 - FAX: (724) 850-2090

KATHLEEN CHARLTON  
Principal

CHRIS BRASCO  
Assistant Principal

STEVEN DeLISLE  
Assistant Principal

AARON T. STEINLY  
Assistant Principal

August 15, 2011

Dr. Jean-Louis Dassier  
Department of Foreign Languages  
Indiana University of Pennsylvania  
405 Sutton Hall  
Indiana, Pennsylvania 15705

Dear Dr. Dassier,

A critical component of the skills needed for success in the 21<sup>st</sup> century is developing proficiency in foreign languages. Technology today allows us to communicate across the world instantaneously, businesses are networking internationally, and, consequently, it is incumbent upon educators to prepare students to be able to communicate effectively in multiple languages and cultures. Foreign language educators in the universities, secondary schools, and elementary schools must join forces to facilitate the development of proficiency in multiple foreign languages for students.

The Spanish Department at IUP has been a pioneer in our region by providing the opportunity for incoming students of Spanish to receive university credits through ACE for attaining the level of Intermediate Mid to Advanced or Superior on the ACTFL Oral Proficiency scale. A parallel opportunity for students of French would further encourage students to continue their study of French in the secondary schools as well as to seriously consider attending IUP in order to earn credit for their efforts and success and to continue on their way to effectively participating in the global community.

At Hempfield Area School District, the National Standards for Foreign Language Learning serve as the basis for our World Language curriculum with the goal of educating students to become linguistically and culturally equipped to communicate successfully in a global society.

You, Dr. Dassier, have been sharing your expertise with my students who are seniors by visiting my classes and interacting with them on pertinent topics in French. These visits have resulted in some of my students choosing to attend IUP by finding the prospect of studying French on the university level not only less daunting but, in fact, very appealing. The possibility of earning ACE credits would further encourage my French students to continue their studies at IUP.

I look forward to continued collaboration with you and members of your department so that our students may progress in the pursuit of being able to effectively communicate in French. Thank you.

Sincerely,



Dr. Jan Hostler Stewart  
World Language Department Chair

September 7, 2011

Dr. Jean-Louis Dassier  
Associate Professor of French  
Department of Foreign Languages  
Indiana University of Pennsylvania  
405 Sutton Hall  
Indiana, PA 15705

Dear Jean-Louis,

It is with great appreciation that I write this letter thanking you for your efforts, those of your colleagues and students who elect to study a second language upon entering their undergraduate studies at Indiana University of Pennsylvania. I especially would like to recognize your administration of the oral proficiency interviews (OPIs) to incoming undergraduate students. Like your peers in the Spanish Department at IUP, you have instituted a system of examination and rewards you bestow, in the form of credits, upon students who demonstrate proficiency in French. Such a distinction permits these students to thereby gaining entrance in levels of French more advanced than those of their peers. The systematic of granting credit for proficiency preserves and cements Indiana University of Pennsylvania's outstanding- and long standing- reputation as one of the best universities in Pennsylvania to study world languages.

Very recently, at Indiana Area Senior High's Open House, I cited language program components such as the OPI at IUP, that grant college credit for a student's exceptional proficiency level. I have let my audience of parents know that their daughter/son could advance in study once he/she has success on the OPI. My confidence of the administration and assessment of such an exam to college freshmen lends a concrete "raison d'etre," and motivation to parents of students who wish to see their children participate in Indiana Area Senior High's exchange programs with France, Germany and Spain. The continuation of such a program for high school students ultimately hinges upon results that can be quantified as well as qualified. Members of our school community, including our school board, believe that quality education includes the study of more than two languages; we currently offer all three of these languages in grades 7-12.

In their planning for college our students and their families typically consider the validity of advanced study at IHS: how will the study of a second language (past the usually required two years) or even of a third language benefit the aspiring high school senior in his/her candidacy for entrance into prestigious universities and how could such study benefit his/her career opportunities? It will benefit them and their families so long as there continue to exist and thrive college language programs that build upon what has been already created at the secondary level.

In simple terms- having a strong French program at IUP promotes not just a healthy international focus but it also fosters greater choices for under graduates as they become business and education partners in our region. Public education at the secondary, intermediate and primary levels ideally should continue to have various world languages available to young people. For decades, in many school districts, whether in ages of austerity or prosperity, languages had been promoted. Their existence was due to the fact that people in government had paid heed to educators and policy makers at the post-secondary level. The time has come to support a strong French program at IUP. Now.

Please feel free to contact me at anytime in the event that you would like me and/or the Appalachian Language Educators' Society to aid you in your defense and promotion of French at Indiana University of Pennsylvania.

Sincerely,

A handwritten signature in black ink that reads "Daniel G. Murphy". The signature is written in a cursive style with a large, sweeping initial "D".

Daniel G. Murphy, M.A. Spanish, Ohio University  
Spanish Teacher and President of APPLES  
Indiana Area Senior High  
450 North 5<sup>th</sup> Street  
Indiana, PA 15701





# Indiana University of Pennsylvania

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Foreign Languages  
Sutton Hall, Room 455  
1011 South Drive  
Indiana, PA 15705-1045  
724-357-2325 Fax: 724-357-1268

August 31, 2011

Dr. Jean-Louis Dassier  
Associate Professor of French  
Department of Foreign Languages  
Indiana University of Pennsylvania  
405 Sutton Hall  
Indiana, PA 15705

Dear Jean-Louis,

This letter is to strongly support your proposal that IUP provide the opportunity for incoming students to receive IUP course credit in French through demonstration of oral proficiency levels in French by means of the official Oral Proficiency Interview (OPI) administered by Language Testing International (LTI). This procedure would parallel the same policy that was approved by UWCC for Spanish and entered into the Undergraduate Catalog in 2005.

Colleges and universities across the country are beginning to grant credit for proficiency in light of the current emphasis on developing communicative language abilities in K-12 and post-secondary programs alike. This policy rewards not only students for their accomplishments in speaking proficiency but also their K-12 teachers for focusing on interactive speaking in their programs and classroom practice.

An advantage of granting credit for proficiency at IUP is that the university can use this as a powerful recruitment tool that other universities do not yet have in place. Several Spanish majors have indicated that they were attracted to IUP initially on the basis of this opportunity. In turn, we often have more proficient students who apply to our program, which is advantageous to both them and us in light of our exit oral proficiency requirement that Spanish Education majors must meet as a prerequisite for Student Teaching.

In conclusion, I am thrilled that you are proposing this opportunity in French and I strongly support it. This will help both French and Spanish as we collaborate on ways to recruit new