

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-7c	Ap 11-21-06	App 12-5-06

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Kathy P. Barton	Email Address kpbarton@iup.edu
Proposing Department/Unit Department of Spanish	Phone 724 357-2325

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)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track                       Program Revision

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Marieta Rip-Sano</i>	4-18-06
Department Chair(s) <i>Lana DeBroy</i>	4-18-06
College Curriculum Committee Chair <i>WEEKP</i>	5/22/06
College Dean <i>Hann</i>	5/23/06
Director of Liberal Studies *	
Director of Honors College *	
Provost * <i>Ch. T. Samuel</i>	7/0/07
Additional signatures as appropriate: (include title)	
<i>José Domínguez</i> TELL	11-2-06
<i>Cheryl Ann Rafath</i> COE-ET	11-3-06
UWUCC Co-Chairs <i>Godil Ssekulwa</i>	11-21-06

**Received** \* where applicable  
**JUL 14 2006**

**Received**  
**NOV 16 2006**  
 Liberal Studies

**Received**  
**DEC -4 2006**  
 Liberal Studies

Liberal Studies

## Proposal for New Minor Program Where Approved Major Exists

### Part II. Description of Curriculum Change

#### 1. Catalog Description

**Elementary Education majors** may earn a minor in Spanish for Elementary Teaching which will prepare them to teach in elementary programs in which content teaching in the Spanish language is the objective. To complete this minor students must: 1) attain a minimum level of Intermediate-High in Spanish on the ACTFL/ETS oral proficiency scale the semester prior to Student Teaching\*; 2) successfully complete a six-week summer study abroad experience with IUP's Mexico Summer Study Abroad Program\*\* (usually the summer following the junior year); 3) successfully complete the student teaching experience in a bilingual or partial immersion elementary school classroom; and 4) complete the following minimum number of credits in Spanish:

#### Minor – Spanish for Elementary Teaching

<b>Required Courses:</b>		<b>21-25</b>
SPAN 201	Intermediate Spanish or equivalent	0-4cr
SPAN 220	Intermediate Spanish Conversation and Grammar	3cr
SPAN 230	Intermediate Spanish Composition	3cr
SPAN 244	Modern Mexico (taken in Mexico)	3cr
SPAN 290	Spanish for Elementary Teaching	3cr
SPAN 350	Advanced Spanish Conversation (taken in Mexico)	3cr
SPAN 390	Teaching of Elementary Content Through the Spanish Language	3cr

#### Controlled Electives:

One 3 credit course taken at IUP to be chosen from the following:		3cr
SPAN 260	Introduction to Hispanic Literature	
SPAN 340	Hispanic Civilization Through The Nineteenth Century	
SPAN 344	Twentieth-Century Spanish-American Civilization and Culture	
SPAN 353	Spanish Phonetics and Phonemics	
SPAN 404	Advanced Spanish Grammar	

#### Other requirements:

Study abroad experience in the IUP-Mexico Summer Study Abroad Program (6 weeks)\*\*  
Student teaching experience in a bilingual or partial immersion elementary classroom

\* The required placement proficiency level may vary depending on student teacher placement. Students must consult with advisor.

\*\*Other program options may be available for Elementary Education students pending consultation with advisor.

Students interested in the program should contact the advisor of the Spanish for Elementary Teaching minor in the Department of Spanish.

Students may only declare one of the two minor programs offered by the Department of Spanish.

## **2. Rationale and Justification**

More than fifteen years ago the current FLISET Program (Foreign Languages and International Studies for Elementary Teaching) was originally established with federal grant funding as an academic specialty that would prepare elementary education majors to teach in bilingual or partial immersion schools.

Due to the success of the FLISET academic specialty, we have felt it necessary to expand the scope of the program with establishment of a minor in Spanish for Elementary Teaching. The new minor would continue to build on the same goals for study and proficiency and would, in fact, replace FLISET. Elementary Education majors often enter their major with several years of high school Spanish and want to continue to become more proficient and use their language skills in the classroom.

The demand for elementary teachers with proficiency in Spanish is extremely high and growing around the country. School districts are often faced with growing numbers of Spanish-speaking children and many are responding to the recently established national standards which require proficiency in a second language by all students by the time they graduate from secondary schools. Elementary schools around the country, including many in western Pennsylvania, are initiating FLES (Foreign Languages in Elementary Schools) programs or immersion programs in which elementary content areas are taught in Spanish. Many school districts have initiated programs in the first grade, and have expanded gradually or they have plans to expand through every grade. Finding qualified elementary teachers who are proficient in Spanish is difficult in a field that has been traditionally limited to secondary programs. While the national standards have not mandated that any one language be taught, most districts are choosing Spanish.

The goal of the Spanish Department through this new minor is to prepare elementary teachers with an adequate oral proficiency in Spanish by providing opportunities to increase proficiency at home and through programs abroad. The university has established study-abroad centers in Spain, Mexico, and Costa Rica. The six week IUP-Mexico Summer Study Abroad Program provides students with a cross-cultural experience of adequate length and within a time frame when students are generally available. The four week program in Costa Rica does not provide an adequate experience for students and is limited to a small number of student participants. The program in Valladolid, Spain, is a second-semester-only program during the junior year and may not be a viable option for Elementary Education majors due to the demands placed on them by their major program. Students who choose the Spanish for Elementary Teaching minor will have their course and field work acknowledged on their transcript in order to demonstrate an achieved competence in this growing area of specialization. Although the six week IUP-Mexico Summer Study Abroad Program is required, other program options, including the Valladolid program, may be available for Elementary Education students pending consultation with and approval by the advisor.

Students may only declare one of the two minor programs offered by the Department of Spanish.

### **Part III. Implementation**

#### **1. Are faculty resources adequate?**

No additional teaching burden is anticipated.

## **2. Are other resources adequate?**

Other resources such as space, equipment, supplies, etc., are adequate.

## **3. Is there an expected increase in the number of students?**

Presently, there is no anticipated increase in the number of students enrolled, but in the near future, with planned publicity, an increase may be expected but it will not be significant enough to have an impact on the faculty load and available resources. There should not be a problem adjusting to increased numbers.

## **4. What is the intended implementation date?**

The new program will be implemented as soon as it goes through the proper channels and is approved as a new minor where an approved major exists. Current students will have the option to complete the FLISET program requirements or enroll in the new minor program.

### **Part IV. Periodic Assessment**

#### **1. Evaluation Plan**

The Program will be evaluated by the Spanish department's 5 Year Review process. Student teaching competencies will be reviewed. Survey forms will be sent to cooperating teachers and students who have completed the program. An evaluation form or letter will be sent to employers regarding the competencies of our students.

#### **2. Frequency of the evaluations**

Evaluation will take place every five years during the department's 5-year review process.

#### **3. Evaluating entity**

The Department of Spanish will conduct the review process and evaluation followed by consultation with the Department of Professional Studies in Education Elementary Education Program and outside evaluators.

### **Part V. Course Proposals**

There are no new course proposals.

### **Part VI. Letters of Support or Acknowledgment**

(Letter attached: from Professional Studies in Education – Elementary Education)

**Department of Spanish Assessment Plan  
(as of March 7, 2006)**

Program Outcomes: Spanish BS Secondary Education  
Completed by Eileen Glisan, February 2005

<b>Learning Goal: Teacher candidates will be able to . . .</b>	<b>Direct and Indirect Measures</b>	<b>Outcome</b>	<b>Possible Reason or Hypothesis</b>	<b>Action Taken</b>
<b>Integrate</b> foreign language standards into planning, instruction, and assessment.	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Students only superficially integrate the national standards into their planning, instruction, and assessment	Students are still at the familiarization stage in understanding the standards; they have had only limited experience in developing lesson plans that integrate the standards	Do more work on developing standards-based plans in the methods course Work with cooperating teachers so that they model integration of standards in their teaching
<b>create a</b> classroom environment that supports language learning and acquisition.	Faculty observation reports on student teaching performance	Some students tend to focus on "learning" a language rather than on "acquiring it."	The average cooperating teacher is not abreast enough on current Second Language Acquisition (SLA) theories and so does not model an acquisition-rich classroom.	Engage in team teaching with student teachers and/or cooperating teachers in order to model an acquisition-rich classroom. Have students watch new WGBH Foreign Language Library with video segments of effective classroom practices based on the standards.
<b>demonstrate a</b> satisfactory level of proficiency in the target language. (Advanced Low ACTFL OPI Rating Scale)	Ratings on ACTFL Oral Proficiency Interview the semester prior to student teaching	A low percentage of students do not reach the "Advanced Low" level prior to student teaching.	Study abroad program not long enough, given students' initial proficiency levels. Students do not participate in extra-curricular activities to improve their speaking.	Counsel students to participate in another study abroad experience, and/or take additional courses, and/or engage in speaking with a conversational partner.

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<b>provide maximum opportunities for students to communicate meaningfully in the target language.</b>	Faculty observation reports on student teaching performance	The majority of our students are able to do this. Some still tend to be over-reliant on the textbook and on mechanical practice.	Students need a lot of exposure to this type of teaching. Many cooperating teachers do not do enough communicative work in class.	Have students watch new WGBH Foreign Language Library with video segments of effective classroom practices based on the standards.
<b>engage students in negotiating meaning with the teacher and with one another.</b>	Faculty observation reports on student teaching performance	At least half of students fail to achieve this in student teaching.	Cooperating teachers do not know how to do this effectively.	Conduct professional development for cooperating teachers so that they learn how to create a classroom environment where this is occurring.
<b>introduce and practice vocabulary in context.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Practically all students are able to teach vocabulary in context.	Students are introduced to this approach in the sophomore year and use it through student teaching.	We should keep doing what we are doing in this regard, as it continues to be successful.
<b>teach grammar as the vehicle for using the target language to communicate in real-world contexts.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Many students quickly return to a grammatical syllabus.	Teaching to a traditional grammatical syllabus may reflect the way students were taught and it may seem like an easier option.	Find new cooperating teachers who are teaching grammar for real communication. Conduct professional development work with current cooperating teachers.
<b>provide opportunities for students to practice oral interpersonal communication in pairs and in small groups.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	The majority of our students are able to do this. Some still tend to be over-reliant on textbook activities, which are often presentational rather than interpersonal in nature.	Textbook exercises are still traditional and do not reflect interpersonal communication. Cooperating teachers often do not understand what interpersonal communication is.	Have students watch new WGBH Foreign Language Library with video segments of effective classroom practices based on the standards. These segments illustrate interpersonal communication in action in classrooms.

<p><b>provide opportunities for students to interpret authentic oral and printed texts, including literary and cultural texts.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development</p> <p>Faculty observation reports on student teaching performance</p>	<p>Many students are unfamiliar with current approaches to teaching reading and interpretation skills.</p>	<p>Unfortunately students have not experienced interactive reading and listening in their language classes and thus are not familiar with this approach.</p>	<p>Work with departmental faculty to integrate this approach into courses that students take so that they can experience it themselves. This will better enable them to implement this type of reading and listening in their own teaching.</p>
<p><b>engage students in written interpersonal and presentational communication.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development</p> <p>Faculty observation reports on student teaching performance</p>	<p>The majority of our students are able to do this. They are familiar with a process-oriented approach to writing.</p>	<p>Across IUP and within the department, a process approach to writing is used and students are familiar with it.</p>	<p>We should continue what we are currently doing to enable our students to integrate effective written communication into their teaching.</p>
<p><b>integrate culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives and demonstrate a familiarity with one or more countries where Spanish is spoken.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development</p> <p>Faculty observation reports on student teaching performance</p> <p>Scores on faculty-developed tests of cultural competence.</p> <p>Proof of successful study abroad experience.</p>	<p>At least half of our students still approach the teaching of culture through a discrete, "facts-based" approach.</p> <p>All of our students have first-hand familiarity with other countries since they are required to do study abroad.</p>	<p>Many departmental faculty have not embraced an anthropological approach to teaching culture, nor have cooperating teachers (many because they lack first-hand experience with the target culture). Thus students have not experienced this type of approach themselves.</p> <p>Students are required to study abroad.</p>	<p>Work with departmental faculty to move towards this type of approach. Continue to conduct professional development opportunities for cooperating teachers on this topic.</p> <p>Continue to require students to study abroad.</p>

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<b>assess students' progress through contextualized assessment practices.</b>	Scores on faculty-developed rubrics for assessment development.	The majority of our students are able to design contextualized assessments. Some still rely on traditional paper-and-pencil tests as the only form of assessment.	Students may not experience enough of this type of assessment in the classes they take. Cooperating teachers often rely on traditional textbook tests.	Work with departmental faculty to develop more contextualized assessments. Help cooperating teachers to design and implement these assessments.
<b>Make connections between other school subjects and foreign language instruction.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Students only superficially make connections to other subjects in their planning and teaching.	Since students do not yet have their own teaching positions, they find it challenging to collaborate with teachers in other disciplines. Students feel they have to learn about other disciplines, which may be daunting	Help students to explore content-based teaching more in Pre-Student Teaching experiences so that they have more ideas by the time they reach student teaching.
<b>Provide opportunities for students to interact with target-language communities through a variety of means such as technology and authentic materials.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Many students tend to use text-based materials.	Students do not see this modeled sufficiently in their own college classrooms. They may be intimidated by authentic materials.	Arrange for methods classes to be taught in "smart" classrooms so that students can be required to integrate technology and authentic materials into their planning and teaching.
<b>participate effectively as a professional in school and community settings and within the larger foreign language profession.</b>	Proof of participation in at least one professional organization and professional development (i.e., attendance at conferences, workshops)	Not all students are eager to engage in professional growth and to become involved in the larger profession.	Students in Indiana are often isolated from professional opportunities. Financial constraints prohibit fuller participation and membership.	Work with local language organizations to provide reduced fees for student participation. Approach department about developing a scholarship fund to support students' professional involvement.



**DRAFT**

IUP Department of Spanish  
Survey of Graduating Seniors – BS in Spanish Secondary Education

A. Please rate on a scale of 1-4 how well you believe the IUP Department of Spanish has prepared you to meet these BS in Spanish Secondary Education learning goals:

4 = **extremely effectively** 3=**very effectively** 2=**somewhat effectively** 1=**not effectively**

1. **integrate** foreign language standards into planning, instruction, and assessment.

4                      3                      2                      1

2. **create** a classroom environment that supports language learning and acquisition.

4                      3                      2                      1

3. **demonstrate** a satisfactory level of proficiency in the target language. (Advanced Low ACTFL OPI Rating Scale)

4                      3                      2                      1

4. **provide** maximum opportunities for students to communicate meaningfully in the target language.

4                      3                      2                      1

5. **engage** students in negotiating meaning with the teacher and with one another.

4                      3                      2                      1

6. **introduce** and **practice** vocabulary in context.

4                      3                      2                      1

7. **teach** grammar as the vehicle for using the target language to communicate in real-world contexts.

4                      3                      2                      1

8. **provide** opportunities for students to practice oral interpersonal communication in pairs and in small groups.

4                      3                      2                      1

9. **provide** opportunities for students to interpret authentic oral and printed texts, including literary and cultural texts.

4                      3                      2                      1

10. **engage** students in written interpersonal and presentational communication.

4                      3                      2                      1

11. **integrate** culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives and **demonstrate** a familiarity with one or more countries where Spanish is spoken.

4                      3                      2                      1

12. **assess** students' progress through contextualized assessment practices.

4                      3                      2                      1

13. **make** connections between other school subjects and foreign language instruction.

4                      3                      2                      1

14. **provide** opportunities for students to interact with target-language communities through a variety of means such as technology and authentic materials.

4                      3                      2                      1

15. **participate** effectively as a professional in school and community settings and within the larger foreign language profession.

4                      3                      2                      1

B. What could the IUP Department of Spanish do to help future students meet the learning goals listed above?

**Department of Spanish Assessment Plan  
(as of March 7, 2006)**

Program Outcomes: Spanish BS Secondary Education

Completed by Eileen Glisan, February 2005

Adapted for the Minor, Spanish for Elementary Teaching

<b>Learning Goal:</b> Teacher candidates will be able to . . .	<b>Direct and Indirect Measures</b>	<b>Outcome</b>	<b>Possible Reason or Hypothesis</b>	<b>Action Taken</b>
<b>Integrate</b> foreign language standards into planning, instruction, and assessment.	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Students only superficially integrate the national standards into their planning, instruction, and assessment	Students are still at the familiarization stage in understanding the standards; they have had only limited experience in developing lesson plans that integrate the standards	Do more work on developing standards-based plans in the methods course Work with cooperating teachers so that they model integration of standards in their teaching
<b>Create a</b> classroom environment that supports language learning and acquisition.	Faculty observation reports on student teaching performance	Some students tend to focus on "learning" a language rather than on "acquiring it."	The average cooperating teacher is not abreast enough on current Second Language Acquisition (SLA) theories and so does not model an acquisition-rich classroom.	Engage in team teaching with student teachers and/or cooperating teachers in order to model an acquisition-rich classroom. Have students watch new WGBH Foreign Language Library with video segments of effective classroom practices based on the standards.
<b>Demonstrate a</b> satisfactory level of proficiency in the target language. (Intermediate High ACTFL OPI Rating Scale)	Ratings on ACTFL Oral Proficiency Interview the semester prior to student teaching	A low percentage of students do not reach the "Intermediate High" level prior to student teaching.	Study abroad program not long enough, given students' initial proficiency levels. Students do not participate in extra-curricular activities to improve their speaking.	Counsel students to participate in another study abroad experience, and/or take additional courses, and/or engage in speaking with a conversational partner.

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<b>Provide maximum opportunities for students to communicate meaningfully in the target language.</b>	Faculty observation reports on student teaching performance	The majority of our students are able to do this. Some still tend to be over-reliant on the textbook and on mechanical practice.	Students need a lot of exposure to this type of teaching. Many cooperating teachers do not do enough communicative work in class.	Have students watch new WGBH Foreign Language Library with video segments of effective classroom practices based on the standards.
<b>Engage students in negotiating meaning with the teacher and with one another.</b>	Faculty observation reports on student teaching performance	At least half of students fail to achieve this in student teaching.	Cooperating teachers do not know how to do this effectively.	Conduct professional development for cooperating teachers so that they learn how to create a classroom environment where this is occurring.
<b>Introduce and practice vocabulary in context.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Practically all students are able to teach vocabulary in context.	Students are introduced to this approach in the sophomore year and use it through student teaching.	We should keep doing what we are doing in this regard, as it continues to be successful.
<b>Teach grammar as the vehicle for using the target language to communicate in real-world contexts.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	Many students quickly return to a grammatical syllabus.	Teaching to a traditional grammatical syllabus may reflect the way students were taught and it may seem like an easier option.	Find new cooperating teachers who are teaching grammar for real communication. Conduct professional development work with current cooperating teachers.
<b>Provide opportunities for students to practice oral interpersonal communication in pairs and in small groups.</b>	Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance	The majority of our students are able to do this. Some still tend to be over-reliant on textbook activities, which are often presentational rather than interpersonal in nature.	Textbook exercises are still traditional and do not reflect interpersonal communication. Cooperating teachers often do not understand what interpersonal communication is.	Have students watch new WGBH Foreign Language Library with video segments of effective classroom practices based on the standards. These segments illustrate interpersonal communication in action in classrooms.

<p><b>Provide opportunities for students to interpret authentic oral and printed texts, including literary and cultural texts.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development</p> <p>Faculty observation reports on student teaching performance</p>	<p>Many students are unfamiliar with current approaches to teaching reading and interpretation skills.</p>	<p>Unfortunately students have not experienced interactive reading and listening in their language classes and thus are not familiar with this approach.</p>	<p>Work with departmental faculty to integrate this approach into courses that students take so that they can experience it themselves. This will better enable them to implement this type of reading and listening in their own teaching.</p>
<p><b>Engage students in written interpersonal and presentational communication.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development</p> <p>Faculty observation reports on student teaching performance</p>	<p>The majority of our students are able to do this. They are familiar with a process-oriented approach to writing.</p>	<p>Across IUP and within the department, a process approach to writing is used and students are familiar with it.</p>	<p>We should continue what we are currently doing to enable our students to integrate effective written communication into their teaching.</p>
<p><b>Integrate culture into instruction by engaging students in exploring the relationships between and among cultural products, practices, and perspectives and demonstrate a familiarity with one or more countries where Spanish is spoken.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development</p> <p>Faculty observation reports on student teaching performance</p> <p>Scores on faculty-developed tests of cultural competence.</p> <p>Proof of successful study abroad experience.</p>	<p>At least half of our students still approach the teaching of culture through a discrete, "facts-based" approach.</p> <p>All of our students have first-hand familiarity with other countries since they are required to do study abroad.</p>	<p>Many departmental faculty have not embraced an anthropological approach to teaching culture, nor have cooperating teachers (many because they lack first-hand experience with the target culture). Thus students have not experienced this type of approach themselves.</p> <p>Students are required to study abroad.</p>	<p>Work with departmental faculty to move towards this type of approach. Continue to conduct professional development opportunities for cooperating teachers on this topic.</p> <p>Continue to require students to study abroad.</p>

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<p><b>Assess students' progress through contextualized assessment practices.</b></p>	<p>Scores on faculty-developed rubrics for assessment development.</p>	<p>The majority of our students are able to design contextualized assessments. Some still rely on traditional paper-and-pencil tests as the only form of assessment.</p>	<p>Students may not experience enough of this type of assessment in the classes they take. Cooperating teachers often rely on traditional textbook tests.</p>	<p>Work with departmental faculty to develop more contextualized assessments. Help cooperating teachers to design and implement these assessments.</p>
<p><b>Make connections between other school subjects and foreign language instruction.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance</p>	<p>Students only superficially make connections to other subjects in their planning and teaching.</p>	<p>Since students do not yet have their own teaching positions, they find it challenging to collaborate with teachers in other disciplines. Students feel they have to learn about other disciplines, which may be daunting</p>	<p>Help students to explore content-based teaching more in Pre-Student Teaching experiences so that they have more ideas by the time they reach student teaching.</p>
<p><b>Provide opportunities for students to interact with target-language communities through a variety of means such as technology and authentic materials.</b></p>	<p>Scores on faculty-developed rubrics for lesson plan development  Faculty observation reports on student teaching performance</p>	<p>Many students tend to use text-based materials.</p>	<p>Students do not see this modeled sufficiently in their own college classrooms. They may be intimidated by authentic materials.</p>	<p>Arrange for methods classes to be taught in "smart" classrooms so that students can be required to integrate technology and authentic materials into their planning and teaching.</p>
<p><b>Participate effectively as a professional in school and community settings and within the larger foreign language profession.</b></p>	<p>Proof of participation in at least one professional organization and professional development (i.e., attendance at conferences, workshops)</p>	<p>Not all students are eager to engage in professional growth and to become involved in the larger profession.</p>	<p>Students in Indiana are often isolated from professional opportunities. Financial constraints prohibit fuller participation and membership.</p>	<p>Work with local language organizations to provide reduced fees for student participation. Approach department about developing a scholarship fund to support students' professional involvement.</p>

**DRAFT**

IUP Department of Spanish  
Survey of Graduating Seniors – Minor in Spanish for Elementary Teaching

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1. **integrate** foreign language standards into planning, instruction, and assessment.

4                      3                      2                      1

2. **create** a classroom environment that supports language learning and acquisition.

4                      3                      2                      1

3. **demonstrate** a satisfactory level of proficiency in the target language. (Intermediate High ACTFL OPI Rating Scale)

4                      3                      2                      1

4. **provide** maximum opportunities for students to communicate meaningfully in the target language.

4                      3                      2                      1

5. **engage** students in negotiating meaning with the teacher and with one another.

4                      3                      2                      1

6. **introduce** and **practice** vocabulary in context.

4                      3                      2                      1

7. **teach** grammar as the vehicle for using the target language to communicate in real-world contexts.

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9. **provide** opportunities for students to interpret authentic oral and printed texts, including literary and cultural texts.

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15. **participate** effectively as a professional in school and community settings and within the larger foreign language profession.

4                      3                      2                      1

B. What could the IUP Department of Spanish do to help future students meet the learning goals listed above?