

DEC - 8 1993

LSC Use Only  
Number: \_\_\_\_\_  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

UWUCC Use Only  
Number: 93-66 94-10  
Action: \_\_\_\_\_  
Date: App - 11/15/94  
Senate App - 2/7/95

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Secondary Education/Spanish Program  
Suggested 20 Character Course Title: \_\_\_\_\_  
Department: Spanish & Classical Languages  
Contact Person: Dr. Eileen W. Glisan

II. If a course, is it being Proposed for:

\_\_\_\_\_ Course Revision/Approval Only  
\_\_\_\_\_ Course Revision/Approval and Liberal Studies Approval  
\_\_\_\_\_ Liberal Studies Approval Only (course previously has been  
approved by the University Senate)  
XX Program Revision

III. Approvals

Jally W. Thronton Department Curriculum Committee  
Steve Brown Department Chairperson

[Signature] College Curriculum Committee  
[Signature] 8/4/93 College Dean \*

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost (where applicable)

[Signature]  
No New Resones  
Required

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted  
to LSC: \_\_\_\_\_  
to UWUCC: \_\_\_\_\_

Semester to be  
implemented:  
Fall 1994

Date to be  
published  
in Catalog:  
1994-95

## Part II. Description of Curriculum Change

### I. Catalog Description

#### Bachelor of Science in Education--Secondary Spanish Education (\*)

Liberal Studies: As outlined in Liberal Studies section 53-55  
with the following specifications:

Social Science: PC101, AN110

Liberal Studies electives: no courses with SP prefix

#### College:

35

##### Professional Education Sequence

CM 301	Technology for Learning and Instruction	3 sh
ED 242	Pre-Student Teaching I	1 sh
ED 342	Pre-Student Teaching II	1 sh
ED 441	Student Teaching	12 sh
ED 442	School Law	1 sh
ED 453	Teaching of FL in Elem./Secondary Schools	3 sh
EP 202	Educational Psychology	3 sh
EP 377	Educational Tests and Measurements	3 sh
FE 202	American Education in Theory and Practice	3 sh
ED 499	Multicultural/Multiethnic Education	2 sh
EX 300	Education of the Exceptional Child in the Regular Classroom	3 sh

#### Major:

34

##### Required courses:

SP 201	Intermediate Spanish or equivalent	4 sh
SP 221	Intermediate Conversation	3 sh
SP 230	Intermediate Composition	3 sh
SP 260	Introduction to Literature	3 sh
SP 321	Advanced Conversation	3 sh
SP 340	Hispanic Civilization	3 sh
SP 342/344	20th C. Spain/20th C. Spanish-America	3 sh
SP 353	Phonetics and Phonemics	3 sh
SP 404	Advanced Grammar	3 sh
SP 390	Teaching of Elementary Content Through the Spanish Language	3 sh

##### Controlled Elective:

Any other three (3) credits from SP 300 or above 3 sh

#### Free Electives:

0-2 sh

Total Degree Requirements 124

(\*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

## 2. Summary of Changes and Justification

a. The following are the three proposed changes with a justification for each:

(1) The course AN 110, Contemporary Anthropology, will be required as a Social Science course because of a new requirement by the Pennsylvania Department of Education for teacher certification. STANDARD V states: The program shall require studies of child and adolescent psychology and anthropology. Studies of anthropology are not a part of any other course. Many students in our program currently elect to take AN 110 as a social science course.

(2) The course SP 390, Teaching of Elementary Content Through the Spanish Language, currently offered as an elective for our Secondary Education/Spanish students, will be required as a major Spanish course under this proposed revision. Students earning teacher certification in this program receive a K-12 certificate. Accordingly, the Pennsylvania Department of Education insists that students have studies of and experiences in language instruction at the elementary school level as well as at the secondary level. STANDARD III states: The program shall require studies of and experiences in foreign language instruction for the elementary, middle, and secondary school students. STANDARD IV states: The program shall require studies of and experiences in developing foreign language instructional materials and strategies that will provide for individual differences among elementary and secondary students. In order to prepare our students more effectively in this area, our department would like to have students in their sophomore year take the SP390 course together with ED 242 (Pre-Student Teaching I); this will prepare them to complete the ED242 practicum in IUP's University School. As juniors, students will then take the ED453 course (Teaching of Foreign Languages in the Elementary/Secondary Schools) together with ED342 (Pre-Student Teaching II), which will prepare them to complete the ED342 practicum in a middle and/or high school. One methods course does not provide sufficient opportunities to cover the necessary material for K-12 language teaching, all the other areas required under PDE regulations, and offer students time for practice teaching. Almost all students have elected to take the SP390 course in order to learn more about teaching language to elementary school students.

(3) The two recommended free electives under the existing program, ED 499 (Multicultural/Multiethnic Education) and EX 300 (Education of the Exceptional Child in the Regular Classroom), will be required as part of the Professional Education Sequence. Studies of and experiences in the areas addressed by these two courses are a vital part of today's teacher preparation programs. The Pennsylvania Department of Education insists that students

develop appropriate teaching strategies for dealing with today's diverse population of students as well as for interacting with special needs students. **GENERAL STANDARD IX** states: Each program shall be able to document studies and experiences required of each certification student prior to completion of the certification program. These studies and experiences shall include but not be limited to the following:

- a. identifying and working with special needs students in the least restrictive environment;
- b. appropriate teaching strategies geared to an urban and/or rural school setting;
- c. appropriate teaching strategies for a diverse population of students including sex, race, religion, social economic status and national origin.

Every teacher preparation program at IUP will need to require these courses in order to be in compliance with this PDE standard.

b. The following table compares the old program and the proposed revised program: (underlined areas denote program differences)

Old Span./Sec.Ed. Program

Liberal Studies: 53-55  
Social Science: PC101  
 Liberal Studies electives: no  
 courses with SP prefix

College: 30

Prof. Educational Sequence  
 CM301 Tech. for L & I 3 sh  
 ED242 Pre-Stud. Tchg. I 1 sh  
 ED342 Pre-Stud. Tchg. II 1 sh  
 ED441 Stud. Teaching 12 sh  
 ED442 School Law 1 sh  
 ED453 Tchg. FL in Schools 3 sh  
 EP202 Ed. Psychology 3 sh  
 EP377 Ed. Tests & Meas. 3 sh  
 FE202 Am. Ed. in T & P 3 sh

Major: 34

Required Courses:  
 SP201 Intern. Span./equiv 4 sh  
 SP221 Intern. Conversation 3 sh  
 SP230 Intern. Composition 3 sh  
 SP260 Intro. to Hisp. Lit. 3 sh  
 SP321 Adv. Conversation 3 sh  
 SP340 Hisp. Civilization 3 sh

SP342/344 20th C. Spain/

New Span./Sec.Ed. Program

Liberal Studies: 53-55  
Social Science: PC101, AN110  
 Liberal Studies electives: no  
 courses with SP prefix

College: 35

Prof. Educational Sequence  
 CM301 Tech. for L & I 3 sh  
 ED242 Pre-Stud. Tchg. I 1 sh  
 ED342 Pre-Stud. Tchg. II 1 sh  
 ED441 Stud. Teaching 12 sh  
 ED442 School Law 1 sh  
 ED453 Tchg. FL in Schools 3 sh  
 EP202 Ed. Psychology 3 sh  
 EP377 Ed. Tests & Meas. 3 sh  
 FE202 Am. Ed. in T & P 3 sh  
ED499 Multicult/Multiethn. 2 sh  
EX300 Ed. Excep. Req. Class. 3 sh

Major: 34

Required Courses:  
 SP201 Intern. Span./equiv 4 sh  
 SP221 Intern. Conversation 3 sh  
 SP230 Intern. Composition 3 sh  
 SP260 Intro. to Hisp. Lit. 3 sh  
 SP321 Adv. Conversation 3 sh  
 SP340 Hisp. Civilization 3 sh

SP342/344 20th C. Spain/

20th C. Sp.-America 3 sh  
 SP353 Phonetics & Phonems. 3 sh  
 SP404 Advanced Grammar 3 sh

20th C. Sp.-America 3 sh  
 SP353 Phonetics & Phonems. 3 sh  
 SP404 Advanced Grammar 3 sh  
SP390 Tchq. of Elem. Content  
Through the Span. Lang. 3 sh

Controlled Elective:  
Any other six (6) credits from  
SP300 or above 6 sh

Controlled Elective:  
Any other three (3) credits from  
SP300 or above 3 sh

Free Electives: 5-7 sh

Free Electives: 0-2 sh

Recommended:

ED499 Multicult/Multiethnic  
Education 2 sh

EX300 Educ. of Exceptional in  
Reg. Classroom 3 sh

Total Degree Requirements 124

Total Degree Requirements 124

c. The proposed new requirements do not necessitate an increase in total number of credits required. The only impact on students is that they have two fewer free electives from which to choose. The majority of our Secondary Education/Spanish students choose AN110 and SP390 as electives anyway. Many of our majors also choose ED 499 and EX 300, as they have been recommended courses.

Part III. No new courses are being proposed.

Part IV. A letter of support from the Department of Spanish and Classical Languages is attached.

Part V. Additional Questions

1. How will this change affect students currently enrolled in the program? The requirements of the new program will take effect with incoming freshmen in Fall 1994. Students currently enrolled in the program will be encouraged to follow the new program, but will not be required to do so.

2. How will this change affect faculty teaching loads? This change will not affect load substantially in our department. The SP390 course is usually a small course with approximately 10 students; the additional students anticipated may raise the number to 16-18. The AN110, ED499, and EX300 courses will have some additional students as a result, although many of our majors have been electing to take these courses over the past several years.

3. Are other resources adequate? Yes, no impact here.

4. Do you expect an increase in the number of students enrolled in the program as a result of this change? No, no impact on

total number of credits required.

**Note:** A list of the PDE standards, together with how the program meets each standard, is attached to the proposal.

DEPARTMENT OF SPANISH AND CLASSICAL LANGUAGES  
PENNSYLVANIA DEPARTMENT OF EDUCATION  
SPECIFIC PROGRAM STANDARDS FOR FOREIGN LANGUAGE

STANDARD I

The program shall require testing of listening, reading, writing, and speaking in the language of the certificate to determine entry and exit level of each student.

- The Department administers a standardized exam to test grammar and reading skills at entrance and exit.
- The ACTFL oral proficiency interview is given by certified faculty to test listening and speaking skill at entrance, prior to junior standing, and at exit.
- The Department has incoming and exiting education majors complete a writing sample to verify their skills in writing.

STANDARD II

The program shall require successful completion of a program of specialization in a foreign language. This shall include studies of phonetics, conversation, grammar, composition, and linguistics as well as the arts, literature, history, and geography of areas where the language is spoken.

- Studies of Phonetics and Linguistics: SP 353 Spanish Phonetics and Phonemics (3 crs.); SP 404 Advanced Spanish Grammar (3 credits). Elective courses: SP 400 History of the Spanish Language (3 credits)
- Studies of Grammar and Composition: SP 201 Intermediate Spanish (4 credits); SP 404 Advanced Spanish Grammar (3 credits); SP 230 Composition (3 credits). Elective courses: SP 354 Commercial Spanish (3 credits).
- Studies of Conversation: SP 201 Intermediate Spanish (4 credits); SP 221 Intermediate Conversation (3 credits); SP 321 Advanced Conversation (3 credits); all culture and literature courses.
- Studies of the Arts, Literature, History, and Geography: SP 260 Introduction to Literature (3 credits); SP 340 Hispanic Civilization Through the 19th Century (3 credits); SP 342 Twentieth-Century Spanish Civilization and Culture (3 credits); SP 344 Twentieth-Century Spanish-American Civilization and Culture (3 credits). Elective courses: SP 362 Survey of Peninsular Literature (3 credits); SP 364 Survey of Spanish-American Literature (3 credits).

**STANDARD III**

The program shall require studies of and experiences in foreign language instruction for the elementary, middle, and secondary school students.

- Studies of Elementary, Middle, and Secondary School Students: EP 202 Educational Psychology (3 credits); ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits).
- Experiences in Foreign Language Instruction at various levels: ED 242 Pre-Student Teaching I (1 credit); ED 342 Pre-Student Teaching II (1 credit); ED 441 Student Teaching (12 credits).

**STANDARD IV**

The program shall require studies of and experiences in developing foreign language instructional materials and strategies that will provide for individual differences among elementary and secondary students.

- Studies of and Experiences in Providing for Individual Differences: ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits); ED 242 Pre-Student Teaching I (1 credit); ED 342 Pre-Student Teaching II (1 credit); ED 441 Student Teaching (12 credits); the Foreign Language and International Studies for Elementary Teaching Program for Early Childhood/Elementary Education majors.

**STANDARD V**

The program shall require studies of child and adolescent psychology and anthropology.

- Studies of Child and Adolescent Psychology: Required courses: PC 101 General Psychology (3 credits); EP 202 Educational Psychology (3 credits). Elective courses: PC 311 Child Psychology (3 credits); PC 330 Social Psychology (3 credits); PC 373 Adolescent Psychology (3 credits); PC 310 Developmental Psychology (3 credits); and others.
- Studies of Anthropology: Required Liberal Studies social science course: AN 110 Introduction to Anthropology (3 credits).



## STANDARD VI

The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competence in these areas.

General Standard XIV: Each instructional certification program shall require professional studies in methodology. These courses shall include, but are not limited to: instructional management; student motivation; human development and learning theory and implications for classroom instruction; social foundations; problems in education; historical philosophical and political issues in education; developmental reading and reading in the content area; audio-visual/media literacy; instructional resources identification; assessment and measurement of student achievement, and computer literacy. At the conclusion of the student teaching experience, the student teachers shall have demonstrated proficiency in the preceding areas.

- Studies in Methodology: ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits).

- Studies in Instructional Management and Student Motivation: PC 101 General Psychology (3 credits); EP 202 Educational Psychology (3 credits); ED 242/342 Pre-Student Teaching I/II (1 credit each); ED 441 Student Teaching (12 credits). Elective courses: EL 215 Child Development (3 credits) and others.

- Studies in Human Development and Learning Theory: EP 202 Educational Psychology (3 credits). Elective courses: EP 378 Learning (3 credits); EL 215 Child Development (3 credits).

- Studies in Social Foundations: FE 202 American Education in Theory and Practice (3 credits). Elective courses: SO 151 Principles of Sociology (3 credits); SO 231 Contemporary Social Problems (3 credits); SO 237 World Societies and World Systems (3 credits); ED 499 Multicultural/Multiethnic Education (2 credits); and others.

- Studies in Problems in Education and Historical, Philosophical, and Political Issues in Education: FE 202 American Education in Theory and Practice (3 credits); ED 443 School Law (1 credit); EP 202 Educational Psychology (3 credits). Elective courses: FE 456 Issues and Trends in Education (3 credits); and others.

- Studies in Developmental Reading and Reading in the Content Area: ED 453 Teaching of Foreign Languages in the

Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits). Elective courses: EL 222 Teaching of Reading I (3 credits); ED 408 Reading in the Content Areas (3 credits); and others.

- Studies in Audio-Visual/Media Literacy: CM 301 Technology for Learning and Instruction (3 credits). Elective courses: ED 415 Computers in the School Curriculum (3 credits); and others.

- Studies in Instructional Resources Identification: CM 301 Technology for Learning and Instruction (3 credits); ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits).

- Studies in Assessment and Measurement of Student Achievement: EP 377 Educational Tests and Measurements (3 credits); ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits).

- Studies in Computer Literacy: All Spanish Education majors are required to take the course SP 230, Intermediate Composition, in which they must submit compositions on computer diskettes. Electives: ED 415 Computers in the School Curriculum (3 credits); CO 101 Microbased Computer Literacy (3 credits); CO 105 Fundamentals of Computer Science (3 credits); and others.

#### GENERAL STANDARDS IV, V, VI, IX

##### GENERAL STANDARD IV

The institution shall have appropriate facilities, equipment, and materials for each certification program. Evidence shall be presented to show that education faculty of the certification programs use the facilities, equipment and materials.

- The Department of Spanish and Classical Languages provides the educational materials (videos, books, etc.) and equipment (VCRs/monitors, overhead projectors, cassette players, etc.) necessary for instructing the education majors. Through the Department, foreign language texts in pedagogy are ordered for the library. The Department also supports travels costs for the Coordinator to visit student teachers in the field.

- The College of Education provides the Student Teaching Handbook, cooperating teacher workshops and guidelines, observation and evaluation forms, and secretarial/work study assistance for work involving the education programs in the individual certification area.

## GENERAL STANDARD V

The institution shall: (a) have available upon request a document listing the institution's goals for the preparation of professional school personnel; (b) have available upon request a document which lists the competencies to be achieved by persons who complete the program and who are recommended for certification; (c) develop and implement a program of studies and experiences necessary for the acquisition of listed competencies; (d) develop and implement procedures to evaluate student acquisition of the competencies defined for each teacher certification program. Such procedures shall be contained in a document that shall be available to anyone upon request.

.a The goals of the Spanish Education programs are delineated in the Mission Statement/Objectives document. This document appears in the Student Handbook (pages 3-10) that is given to each entering Spanish Education major (see Appendix).

.b The list of exit competencies appears in the Student Handbook (pages 5-10) that is given to each entering Spanish Education major (see Appendix).

.c The complete program of studies, through which the competencies are developed, is included in the Student Handbook that is given to each entering Spanish Education major (see Appendix).

.d The competencies listed under Objective I. (Student Handbook, pages 5-6) are evaluated by means of the exit examinations for each skill area. The competencies for Objectives II, III, IV, V, VI, and VII (Student Handbook, pages 6-10) are evaluated by means of requirements in: ED 453 Teaching of Foreign Languages in the Elementary/Secondary School, SP 390 Teaching of Elementary Content Through the Spanish Language, and ED 441 Student Teaching (in a public school). See the Student Handbook in the Appendix.

## GENERAL STANDARD VI

The institution shall have documented policies, procedures and criteria for: (a) student advisement, admission to, retention in and completion of programs leading to certification; (b) evaluation of a candidate's academic and experiential credentials; (c) access to certification programs for nontraditional students; (d) assessment of the quality of the certification program through continued input by graduates of the program as well as by those districts (I.U.'s, etc...) which hire these graduates.

.a Each entering Spanish Education major is given a Student Handbook which includes a document explaining the Four-Step Process to Teacher Certification (pages 17-20 of Handbook in Appendix). This document explains how students are admitted to and retained in the program and how they ultimately earn teacher certification. All Spanish Education majors are advised at least once during each semester as they register for the following semester. This information is included on page 14 of the Student Handbook (see Appendix).

.b & c This information included in the Student Handbook (pages 15-16) given to each entering Spanish Education major. Each student's abilities in Spanish are evaluated through testing of all four skills, regardless of previous coursework. Every student must demonstrate Advanced-level oral proficiency prior to student teaching. Students who do not attain this level may take additional coursework until their deficiency is removed.

The Spanish Education program is presently open to transfer and post-baccalaureate (and non-traditional) students. For these students, transcripts are evaluated for all previous coursework completed in Education. Courses completed more than ten years ago must be repeated. All students must take the course ED 453 Teaching of Foreign Languages in the Elementary/Secondary School, even if they have taken a similar course elsewhere. Students with previous teaching experience in a field other than Spanish must still complete a student teaching experience, ranging from 7 1/2 to 15 weeks in length.

.d Continued input is gathered by means of an exit survey (see page 43 of Student Handbook in Appendix) which students complete at the end of student teaching. In addition, students keep in touch with the coordinator by correspondence. School systems regularly contact the Spanish Department when job openings arise; many of them have taken the initiative to commend us on the thorough preparation our students receive and on how pleased they are with our graduates (see letters in Appendix).

#### **GENERAL STANDARD IX**

Each instructional certification program shall provide documentation that delineates the philosophy and goals of the program. Each program shall be able to document studies and experiences required of each certification student prior to completion of the certification program. These studies and experiences shall include but not be limited to the following:

- a. identifying and working with special needs students in the least restrictive environment;
- b. appropriate teaching strategies geared to an urban and/or rural school setting;
- c. appropriate teaching strategies for a diverse population of

students including sex, race, religion, social economic status and national origin;

d. psychological foundations including human development, learning theory and expectations theory

e. social and philosophical foundations

f. instructional technology and resources

g. generic and content specific methodology that includes motivation, instructional management and assessment and measurement of student achievement

h. developmental and content reading

i. health related issues including drug abuse, alcohol, AIDS, and human sexuality.

·a Identifying and working with special needs students:

Students must meet the special education requirement by either taking and passing the EX 300 competency exam or by taking and passing the course: EX 300 Education of the Exceptional Child in the Regular Classroom (3 credits). Students may also gain some experience observing and teaching special needs students in ED 242/342 Pre-Student Teaching I/II (1 credit each) and in ED 441 Student Teaching (12 credits).

·b Appropriate teaching strategies for urban and/or rural school settings: Students learn about strategies in ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits), SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits), ED 242/342 Pre-Student Teaching I/II (1 credit each), and ED 441 Student Teaching (12 credits).

·c Appropriate teaching strategies for a diverse population of students: Students are encouraged to take the elective course, ED 499 Multicultural/Multiethnic Education (2 credits). Some of these strategies are presented in: ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits) ED 242/342 Pre-Student Teaching I/II (1 credit each); and ED 441 Student Teaching (12 credits).

·d Psychological foundations: PC 101 General Psychology (3 credits); EP 202 Educational Psychology (3 credits).

·e Social and Philosophical Foundations: FE 202 American Education in Theory and Practice (3 credits); ED 499 Multicultural/Multiethnic Education (2 credits).

·f Instructional Technology and Resources: CM 301 Technology for Learning and Instruction (3 credits); ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits); ED 242/342 Pre-Student Teaching I/II (1 credit each); ED 441 Student Teaching (12 credits).

·g Generic and content specific methodology including

motivation, instructional management, and assessment: EP 202 Educational Psychology (3 credits); EP 377 Educational Tests and Measurements (3 credits); ED 499 Multicultural/Multiethnic Education (2 credits); ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits); ED 242/342 Pre-Student Teaching I/II (1 credit each); ED 441 Student Teaching (12 credits).

·h Developmental and content reading: ED 453 Teaching of Foreign Languages in the Elementary/Secondary School (3 credits); SP 390 Teaching of Elementary Content Through the Spanish Language (3 credits). Elective courses: EL 222 Teaching of Reading I (3 credits); ED 408 Reading in the Content Areas (3 credits); and others.

·i Health related issues: HP 143 Health and Wellness (3 credits); FN 143 Nutrition and Wellness (3 credits). Many elective courses in the Health and Physical Education and Food and Nutrition areas.

94-10  
APR 26 1994  
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MEMO

April 25, 1994

TO: Dr. Bernadette Cole-Slaughter  
University-Wide Undergraduate Curriculum Committee

FROM: Dr. Eileen W. Glisan *E.W.G.*  
Dept. of Spanish & Classical Languages

RE: Additional questions concerning proposals for  
Secondary Education/Spanish Program and  
Spanish for Elementary Teaching

The following are the answers to the questions you posed in your memo of April 19. I would be more than happy to meet with you and/or the Committee to discuss these issues in person.

1. Proposal 93-66: Secondary Education/Spanish Program

Refer to page 5, Part V

Question #1: How will the "new program" be phased in?

*This question is answered on page 5, Part V., #1. The new program will require students to take AN110, ED499, and EX300. Provided that the proposal is approved this semester, the new requirements will go into effect with the incoming freshmen entering in Fall 1994. Students who are currently in the program are encouraged to take AN110, ED499, and EX300, as they have been in the past, but they are not required to do so.*

Question #4: What is the class size or how many students will be enrolled?

*Our entire Secondary Education/Spanish Program has approximately 30 students enrolled.*

Refer to page 2, Part II

*Unfortunately, your statement that the "College of Education Professional Education Sequence now requires ED499 and EX300" is incorrect. ED499 is required only by Professional Studies for early childhood/elementary education majors; it is not a College of Education requirement for all majors. Further, the College of Education does not require students to take the course EX300; the College does, however, have a Special Education Competency requirement: students may either take the course, EX300, or the competency exam.*

*Under our proposal, students will be required to take both courses. In this way, we can be guaranteed that students will*

have instruction in multicultural/multiethnic education and that students will learn how to deal with exceptional children in the regular classroom. IUP was found to be deficient in both of these areas by NCATE.

\*As you requested, attached are letters of support from Special Education, Anthropology, and the College of Education, addressing the issue of impact in each department.

2. Proposal 93-58: Spanish for Elementary Teaching (SP290)

Refer to page 17

#1. How will the "new" SP290 be phased in?

Our department had received permission from Diane Duntley to offer the course this semester according to the new 3-credit format, provided that we had a course proposal pending. If the proposal is approved, the course will be offered each spring semester according to the 3-credit format.

#4. What enrollment figures are probable for the new course? Do you anticipate "no change" in the number of Elementary Education FLISET enrollees?

The course has had approximately 10-15 students enrolled. The numbers of new FLISET enrollees has continued to rise steadily over the past several years. Currently there are some 20 FLISET students. We anticipate an increase of several few students per year in the total program, with an increase of perhaps 1-2 in the SP290 course.

\*You make reference to the fact that the "catalog" description for this course does not clearly state the requirements and program components for FLISET. This catalog description is only for the course SP290. It is not supposed to explain the entire FLISET Program. For the complete catalog description of FLISET, see our proposal, "Foreign Languages and International Studies for Elementary Teaching," which does clearly state all requirements and program components in the catalog description for FLISET.

\*The content of the FLISET brochure will not change. This brochure is a marketing tool, designed to peak students' curiosity about the program and encourage them to talk with the FLISET Director. The FLISET Director designed this brochure with the help of IUP's Office of Public Relations. A marketing brochure does not list all program components and requirements, as that is not its purpose. Once students come in to inquire about FLISET, we provide them with a detailed list of all requirements.



Refer to page 17, IV.

Will faculty load be reduced?

*No, faculty load will not actually be reduced, due to the number of courses that our department needs to offer during the summer and academic year. The statement "will save our department a three-credit course" means that we will be able to offer another three-credit course in its place. If we had to teach this course during the summer as a six-credit course, it would mean that we would have to teach fewer lower level courses. Since our department needs to offer as many SP101, 102, and 201 sections in the summer as possible to meet student needs, we will be able to offer other courses. The same is true during the academic year. Offering a 3-credit SP290 course, instead of a 6-credit one, means that we can offer another 3-credit course, according to student needs.*

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Bernadette, I hope this response accurately addresses the areas of concern. Since our department submitted these three proposals last fall semester, we were hoping they would be approved by Fall 1994 so that we could proceed with our programs. Since I feel that we have submitted the proposals according to the correct format and have answered your questions, I hope that you will do what you can to move the approval process along before the semester ends. I would appreciate it if you could contact me in the event that this will not be possible. Thank you.

cc: Dr. John Butzow, Dean  
College of Education


Dr. Brenda Carter, Dean  
College of Humanities

Dr. Peter Broad, Chair  
Dept. of Spanish & Classical Langs.

April 21, 1994

Memo

To: Eileen Glisan  
Spanish Department

From: Clarice Reber, Chairperson   
Department of Special Education and Clinical Services

Subject: EX 300 Requirement for Spanish Education Majors

The Department of Special Education and Clinical Services is pleased that the Spanish Department would like to require EX 300 Education of Exceptional Children in the Regular Classroom. At this time, we offer a minimum of 100 seats per year in EX 300, we should have no difficulty finding seats for Spanish Education majors.

Department of Anthropology  
Indiana University of Pennsylvania  
Keith Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2730



20 April 1994

Dr. Eileen Glisan  
Spanish Curriculum Committee  
Dept. of Spanish and Classical Languages

Dear Dr. Glisan,

I am happy to write in support of your proposed revision of the curriculum for Secondary Education Spanish Majors, which will require students to take AN 110 as one of their social science courses. We concur that this course will be especially helpful in preparing future teachers to deal with issues of ethnic diversity and cultural relativism, and we are pleased that you have included this in your curriculum.

We understand that there are only about 35 majors in this track, which would necessitate no more than 10 seats per year in our AN 110 sections. We anticipate no difficulty in accommodating this modest number.

We look forward to continued collaboration with your department.

Sincerely,

A handwritten signature in blue ink, reading "M. Chaike".



Indiana, Pennsylvania 15705

PROFESSIONAL STUDIES IN EDUCATION DEPT.

Date: September 21, 1993

Subject: FLISET Program

To: University-Wide Undergraduate Curriculum Committee

From: Edwina B. Vold  
Chairperson

A handwritten signature in cursive script that reads "Edwina B. Vold".

The Professional Studies in Education Department approved the changes to the FLISET Program at the faculty meeting on Thursday, September 16, 1993.

ecw