

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-39	AP-2/14/08	App - 3/25/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person: Jean-Louis P. Dassier	Email Address: jean-louis.dassier@iup.edu
Proposing Department/Unit: Department of French and German	Phone: 357-7965

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	
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 ☒ Program Revision ☐ New Minor Program ☐ New Track ☐ Other	
<u>Current</u> program name: Bachelor of Science in Education – K-12 French Education <u>Proposed</u> program name, if changing	
4. Approvals	
Department Curriculum Committee Chair(s)	JEAN-LOUIS P. DASSIER 9/28/07
Department Chair(s)	Charles R. Ruff 10-01-07
College Curriculum Committee Chair	10-10-07
College Dean	1-28-08 10-10-07
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
→ Additional signatures as appropriate: (include title)	Joseph Domaradue TECC Chairperson 1-28-08
UWUCC Co-Chairs	Gail Schuist 2-14-08

* where applicable

Received

Received

FEB 27 2008

FEB 05 2008

Liberal Studies

Liberal Studies

Part II. Description of Curriculum Change

I. Catalogue Description

Bachelor of Science in Education – K-12 French Education

The following additional requirements for K-12 French Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Education majors in the “3-Step Process for Teacher Education” in the College of Education and Educational Technology section of this catalog.

Mid-Program Review:

During the semester when 60 semester credit hours are completed (including the completion of EDUC 242 with a "C" or better), students must meet the following departmental requirements:

1. Successfully complete an essay in English. (Topic: Foreign Language Education) Students read a recent article dealing with innovations in teaching and are asked to respond to certain issues in light of their coursework and clinical experience while attending IUP.
2. Demonstrate Intermediate-Mid or higher level of oral proficiency in French in a departmental/advisory individual Oral Proficiency Interview (ACTFL).
3. Satisfactorily complete an interview in English with the French/German Education Coordinator and one cooperating teacher in order to assess their ability to interact with others on a professional level.
4. Have a minimum GPA in French of 3.0.

Admission to Student Teaching:

1. Demonstrate Advanced-Low or higher level of oral proficiency in French in an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the PRAXIS 2 (French: Content Knowledge) Exam.
2. Demonstrate Advanced-Low or higher level of written proficiency in French in an individual Writing Proficiency Test (ACTFL) —to be completed instead of the PRAXIS 2 (French: Content Knowledge) Exam.
3. Have a minimum GPA in French of 3.0.
4. Earn a grade of C or higher in EDUC 441.

Bachelor of Science in Education – K-12 French Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

53

Mathematics: 3 cr, MATH 101 or higher

Social Science: ANTH 110, PSYC 101

Liberal Studies Electives: 9 cr, no courses with FRNC prefix, one additional MATH course⁽¹⁾

College

29

Preprofessional Education Sequence:

COMM 103	Digital Instructional Technology	3 cr
EDSP 102	Educational Psychology	3 cr

Professional Education Sequence:

EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2 cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3 cr
EDUC 242	Pre-Student Teaching Clinical Experience I	1 cr

EDUC 342	Pre-Student Teaching Clinical Experience II	1 cr
EDUC 441	Student Teaching	12 cr
EDUC 442	School Law	1 cr
EDUC 453	Teaching of Foreign Languages in the Secondary School ⁽²⁾	3 cr

Major:

36

Required Courses:

FRNC 202	College French II	3 cr
FRNC 331	Intermediate French Conversation	3 cr
FRNC 341	French Grammar	3 cr
FRNC 353	Inter French Composition	3 cr
FRNC 370	Intro to French Literature	3 cr
FRNC 373	French Civilization	3 cr
FRNC 390	Teaching Elementary Content French & German	3 cr
FRNC 432	French Phonetics and Phonology	3 cr
FRNC 441	Adv French Grammar	3 cr

Controlled Electives

Any other 9 cr from FRNC 253 and above	9 cr
--	------

Free Electives:

2

Total Degree Requirements:

120

(*) See requirements leading to teacher certification, titled "Three-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog.

(1) Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state certification requirement.

(2) EDUC 453 is offered only in fall semester.

2. Summary of Changes

- 1) The old program did not provide for a mid program review.
- 2) The old program did not specify any requirement for admission to student teaching.
- 3) The old program recommended the French Praxis 2, a defunct test, as a programmatic benchmark before student teaching.
- 4) The new program requires more accurate, more valid and reliable, measures of the candidates' proficiency before student teaching (ACTFL's Oral Proficiency Interview and Writing Proficiency Test) and defines proficiency benchmarks that comply or exceed the proficiency levels recommended by PDE.
- 5) The new program contact hours are better defined, especially in terms of the Liberal Studies requirements, and will actually add up to 120 credit hours (leaving 2 credits of free electives, not 5 as wrongly indicated in the previous program description).
- 6) The new program requires that an additional MATH course, beyond MATH 101, be taken in compliance with PDE requirements.

The following table compares the old program and the proposed revised program, including associated course changes:

Old Program

New Program

Bachelor of Science in Education – K-12 French Education

The following additional requirements for K-12 French Education in the Admission to Teacher Education and Certification Process are required. Please see the remainder of the requirements for all B.S. Education majors in the "3-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog.

Mid-Program Review:

During the semester when 60 semester credit hours are completed (including the completion of EDUC 242 with a "C" or better), students must meet the following departmental requirements:

1. Successfully complete an essay in English. (Topic: Foreign Language Education) Students read a recent article dealing with innovations in teaching and are asked to respond to certain issues in light of their coursework and clinical experience while attending IUP.
2. Demonstrate Intermediate-Mid or higher level of oral proficiency in French in a departmental/advisory individual Oral Proficiency Interview (ACTFL).
3. Satisfactorily complete an interview in English with the French/German Education Coordinator and one cooperating teacher in order to assess their ability to interact with others on a professional level.
4. Have a minimum GPA in French of 3.0.

Admission to Student Teaching:

1. Demonstrate Advanced-Low or higher level of oral proficiency in French in an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the PRAXIS 2 (French: Content Knowledge) Exam.
2. Demonstrate Advanced-Low or higher level of written proficiency in French in an individual Writing Proficiency Test (ACTFL)—to be completed instead of the PRAXIS 2 (French: Content Knowledge) Exam.
3. Have a minimum GPA in French of 3.0.
4. Earn a grade of C or higher in FRNC 441.

Bachelor of Science in Education – K-12 French Education (*)

Bachelor of Science in Education-K-12 French Education (*)

Liberal Studies: As outlined in Liberal Studies section with 50 the following specifications:

Mathematics: 6cr, MATH 101 or higher

Social Science: ANTH 110, PSYC 101

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

Mathematics: 3cr, MATH 101 or higher

Social Science: ANTH 110, PSYC 101

Liberal Studies Electives: 3cr, no courses with FRNC prefix			
College:			29
Preprofessional Education Sequence:			
COMM 103	Digital Instructional Technology	3cr	
EDSP 102	Educational Psychology	3cr	
Professional Education Sequence:			
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	
EDUC 242	Pre-student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-student Teaching Clinical Experience II	1 cr	
EDUC 441	Student Teaching	12cr	
EDUC 442	School Law	1cr	
EDUC 453	Teaching of Foreign Languages in the Secondary School	3cr	
Major:			
Required Courses:			36
FRNC 202	College French II	3cr	
FRNC 331	Intermediate French Conversation	3cr	
FRNC 341	French Grammar	3cr	
FRNC 353	Intermediate French Composition	3cr	
FRNC 370	Introduction to French Literature	3cr	
FRNC 373	French Civilization	3cr	
FRNC 390	Teaching Elementary Content in French & German	3cr	
FRNC 432	French Phonetics and Phonology	3cr	
FRNC 441	Advanced French Grammar	3cr	
Controlled Electives:			
Any other 9cr from FRNC 253 and above			9cr
Free Electives:			
Total Degree Requirements:			5
(*) See requirements leading to teacher certification, titled "3-Step.			120
Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.			
(1) EDUC 453 is offered only in fall semester.			

Liberal Studies Electives: 9cr, no courses with FRNC prefix, one additional MATH course ⁽¹⁾			29
College:			
Preprofessional Education Sequence:			
COMM 103	Digital Instructional Technology	3cr	
EDSP 102	Educational Psychology	3cr	
Professional Education Sequence:			
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	
EDUC 441	Student Teaching	12cr	
EDUC 442	School Law	1 cr	
EDUC 453	Teaching of Foreign Languages in the Secondary School ⁽²⁾	3cr	
Major:			
Required Courses:			36
FRNC 202	College French II	3cr	
FRNC 331	Intermediate French Conversation	3cr	
FRNC 341	French Grammar	3cr	
FRNC 353	Intermediate French Composition	3cr	
FRNC 370	Introduction to French Literature	3cr	
FRNC 373	French Civilization	3cr	
FRNC 390	Teaching Elementary Content in French & German	3cr	
FRNC 432	French Phonetics and Phonology	3cr	
FRNC 441	Advanced French Grammar	3cr	
Controlled Electives:			
Any other 9 cr from FRNC 253 and above			
Free Electives:			2
Total Degree Requirements:			120
(*) See requirements leading to teacher certification, titled "Three-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog.			
(1) Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state certification requirement.			
(2) EDUC 453 is offered only in fall semester.			

3. Rationale for Change. The following are the proposed changes with a justification for each:

(1) Mid-Program Review & Admission to Student Teaching requirements:

Recently (Spring 2006), the B.S. ED-Secondary Spanish Education at IUP received the highest distinction from our accrediting body (National Council for Accreditation of Teacher Education) with a rare “Exemplary” mention, a distinction shared by only 12 foreign language teacher preparation programs nationally.

The B.S. ED-Secondary French Education seeks to apply the same standards that made IUP Spanish Education program so successful.

In the absence of any similar indication concerning Mid-Program Review and Admission to Student Teaching in the IUP Undergraduate Catalog (2006-2007), the (new) Coordinator of the French & German Education programs proposes to adopt the same requirements that have been successful in the B.S. ED-Secondary Spanish Education.

(2) ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) instead of ETS Praxis 2/ French Content Knowledge:

The Praxis 2 French Content Knowledge examination is an indirect measure of the teacher candidates’ familiarity with francophone cultures. The proposed combination of OPI and WPT tests constitutes a direct measurement of the candidates’ ability to understand spoken and written French and to produce (orally and in writing) the target language at a proficiency level recommended by NCATE. The new tests offer an assessment of the language skills necessary to be a proficient language teacher that present a much higher construct validity than the Praxis 2 Content Knowledge.

(3) MATH course as one of the Liberal Studies electives:

In order to comply with PDE requirements that all teacher candidates have six (6) credits of mathematics students will be required to take three (3) credits of math as part of the Liberal Studies Mathematics requirements and three (3) credits of math as a Liberal Studies Elective.

Part III. Implementation: Answers to Questions.

1. How will the proposed revision affect students already in the existing program? It is proposed that the new French requirements will officially take effect with incoming recruits in Fall 2008 if the changes are officially adopted in time for catalog changes. These measures are being currently tested on an advisory, non-binding, basis.
2. How will the proposed revision affect faculty teaching loads?
No additional faculty will be needed. Only the workload of the Coordinator of the French Education Program will be affected. Nevertheless, after one year at IUP, it is however his strong opinion that these measures do not add to his workload but may indeed reduce it, as many problems (especially regarding the organization of the Professional Portfolio and the necessary measures to reach the required French proficiency to teach efficiently) are filtered out before candidates apply for Step 2 of IUP’s Three-Step Process for Teacher Education (Application for Student Teaching). As potential problems are caught earlier, students are therefore kept on track to graduate in a timely manner.
3. Are other resources adequate? Yes, no effect here.
4. Do you expect an increase or decrease in the number of students as a result of these revisions?
Such measures are indispensable to recruit higher caliber students.

Part V. Letters of Support: Letters of support from the Department of Spanish, the College of Education and Educational Technology are attached.

Indiana University of Pennsylvania

Department of Spanish
Sutton Hall, Room 455
1011 South Drive
Indiana, Pennsylvania 15705-1046

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

September 22, 2007

Dr. Charles McCreary, Chair
Department of French & German
Indiana University of Pennsylvania
435 Sutton Hall
Indiana, PA 15705

Dear Dr. McCreary,

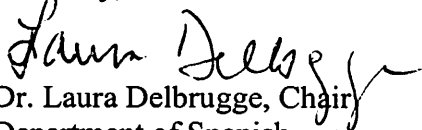
We have read your curriculum proposal for changing the French Education Program and would like to offer our enthusiastic support in favor of it. The addition of a mid-program review as a benchmark for checking student progress and the new departmental requirements for admission to student teaching will greatly strengthen the program and improve the quality of French Education candidates.

As you know, the Department of Spanish implemented these same requirements a number of years ago and have found them to have had a positive impact on the preparation of our teacher candidates. The proposed changes for French Education will bring both programs into alignment, which is important as we continue to collaborate in the areas of student recruitment, addressing of new state teacher certification requirements, improvement of field experiences, and overall coordination of our language education programs. Further, and perhaps most importantly, these changes will poise the French Education program to meet many of the requirements of the American Council on the Teaching of Foreign Languages (ACTFL) and National Council for Accreditation for Teacher Education (NCATE) in order to be considered for national program recognition, which the Spanish Education has recently received. Several of the changes in the curriculum proposal address new ACTFL/NCATE requirements, specifically the Advanced-Low requirement for speaking and writing.



We look forward to our continued collaboration with your department in the area of teacher preparation.

Sincerely,


Dr. Laura Delbrugge, Chair
Department of Spanish


Dr. Eileen W. Glisan
Coordinator, Spanish Education

From: Mary Ann Rafoth <mrafoth@iup.edu>
Subject: curriculum proposal in French Education
Date: Tue, 25 Sep 2007 10:11:27 -0400
To: "Dassier, Jean-Louis P" <Jean-Louis.Dassier@iup.edu>

September 25, 2007

Dear Dr. Dassier:

I am very pleased to support the curriculum proposal for French Education. I feel the changes you suggest will enable your program to move toward successful specialized accreditation in accord with our unit accreditation with NCATE.

In addition, the changes will improve the program and offer a better experience for our students. It will ensure that our French Education Students are well qualified for the classroom.

Thank you for your efforts.

Sincerely,

Mary Ann Rafoth, Ph.D.
Dean
College of Education and Educational Technology