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		08-20c	AP-2/3/09	App-2/24/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change	
<u>Current Course prefix, number and full title</u> <u>Proposed course prefix, number and full title, if changing</u>	
2. Additional Course Designations: check if appropriate ☐ 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. ☐ Catalog Description Change ☒ Program Revision	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Other ☐ New Minor Program ☐ New Track	
<u>Current program name</u> <u>Proposed program name, if changing</u>	
4. Approvals	
Department Curriculum Committee Chair(s)	Kathy P. Barton 9/22/08
Department Chair(s)	[Signature] 9/23/08
College Curriculum Committee Chair	Sherrell Rogers 10/22/08
College Dean	[Signature] 10/22/08
Director of Liberal Studies *	[Signature] 2/12/09
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	Joseph A. Dommarco 1-27-09
	Mary Ann Rafath Dean COE-ET 1-27-09
UWUCC Co-Chairs	Gail Schuchert 2-3-09

* where applicable

Received

JAN 29 2009

Liberal Studies

Part II. Description of Curriculum Change

I. Catalog Description

Bachelor of Science in Education—Spanish Education K-12(*)

The following additional requirements for Spanish Education K-12 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: Progress is reviewed in the semester in which students complete EDUC 242 with a grade of “C” or better (and have a minimum of 60 credits), they must meet the following departmental requirements.

1. Successfully complete an English essay (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 Spanish in a departmental/advisory individual Oral Proficiency Interview (ACTFL).
3. Satisfactorily complete an interview in English with the Spanish Education Coordinator, a second faculty member from the Department of Spanish, and one cooperating teacher, in order to assess their ability to interact with others on a professional level.
4. Have a minimum GPA in Spanish coursework of 3.0.

Admission to Student Teaching:

1. Demonstrate Advanced-Low or higher level of oral proficiency in Spanish on an individual Oral Proficiency Interview (ACTFL)—to be completed instead of the Praxis II Spanish: Content Knowledge Exam.
2. Demonstrate Advanced-Low or higher level of written proficiency in Spanish on an individual Writing Proficiency Test (ACTFL)—to be completed instead of the Praxis II Spanish: Content Knowledge Exam.
3. Have a minimum GPA in Spanish coursework of 3.0.
4. Earn a grade of C or higher in SPAN 404 and SPAN 453.

Bachelor of Science in Education—Spanish Education K-12 (*)

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

53

Mathematics: 3 cr

Social Science: ANTH 110, PSYC 101

Liberal Studies electives: 9 cr,

MATH course (1), no courses with SPAN prefix

College of Education:**31****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
EDEX 323	Instruction of English Learners With Special Needs	2 cr
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3 cr
EDUC 242	Pre-Student Teaching and Clinical Exp I	1 cr
EDUC 342	Pre-Student Teaching and Clinical Exp II	1 cr
EDUC 441	Student Teaching	12 cr
EDUC 442	School Law	1 cr
EDUC 453	Teaching of Foreign Language in Secondary School	3 cr

Major:**37**

Study Abroad (2)

Required courses:

SPAN 201	Intermediate Spanish or equivalent	4 cr
SPAN 220	Intermediate Spanish Conversation and Grammar	3 cr
SPAN 230	Intermediate Spanish Composition	3 cr
SPAN 260	Introduction to Hispanic Literature	3 cr
SPAN 340	Hispanic Civilization Through the Nineteenth Century	3 cr
SPAN 342/344	Twentieth-Century Spanish Civilization and Culture/Twentieth-Century Spanish- American Civilization and Culture	3 cr
SPAN 350	Advanced Spanish Conversation	3 cr
SPAN 390	Teaching of Elementary Content Through the Spanish Language	3 cr
SPAN 404	Advanced Spanish Grammar	3 cr
SPAN 453	Spanish Phonetics and Phonemics	3 cr

Controlled Electives:

Any other 3cr from SPAN 300 or above	3 cr
SPAN 362, 364, or a 400-level literature course	3 cr

Total Degree Requirements:**121**

- (*) See requirements leading to teacher certification, titled "3-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 requirements.
- (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica, or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with their advisor's approval.

2. Summary of Changes

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

Current Program: Bachelor of Science in Education- Spanish Education K-12 (*)		Proposed Program: Bachelor of Science in Education- Spanish Education K-12 (*)	
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110, PSYC 101 Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix	53	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr, MATH 101 or higher Social Science: ANTH 110, PSYC 101 Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix	53
College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology EDSP 102 Educational Psychology	29 3cr 3cr	College: Preprofessional Education Sequence: COMM 103 Digital Instructional Technology EDSP 102 Educational Psychology	31 3cr 3cr
Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 441 Student Teaching EDUC 442 School Law EDUC 453 Teaching of Foreign Languages in the Secondary School	2cr 3cr 1cr 1cr 12cr 1cr 3cr	Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings EDEX 323 Instruction of English Language Learners with Special Needs EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II EDUC 441 Student Teaching EDUC 442 School Law EDUC 453 Teaching of Foreign Languages in the Secondary School	2cr 2cr 3cr 1cr 1cr 12cr 1cr 3cr
Major: Study Abroad (2) Required Courses: SPAN 201 Intermediate Spanish or equivalent SPAN 220 Intermediate Spanish Conversation and Grammar SPAN 230 Intermediate Spanish Composition SPAN 260 Introduction to Hispanic Literature SPAN 340 Hispanic Civilization Through the Nineteenth Century SPAN 342/344 20 th -Century Spanish Civilization and Culture/ 20 th -Century Spanish-American Civilization and Culture SPAN 350 Advanced Spanish Conversation SPAN 390 Teaching of Elementary Content Through the Spanish Language SPAN 404 Advanced Spanish Grammar SPAN 453 Spanish Phonetics and Phonemics	37 4cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr	Major: Study Abroad (2) Required Courses: SPAN 201 Intermediate Spanish or equivalent SPAN 220 Intermediate Spanish Conversation and Grammar SPAN 230 Intermediate Spanish Composition SPAN 260 Introduction to Hispanic Literature SPAN 340 Hispanic Civilization Through the Nineteenth Century SPAN 342/344 20 th -Century Spanish Civilization and Culture/ 20 th -Century Spanish-American Civilization and Culture SPAN 350 Advanced Spanish Conversation SPAN 390 Teaching of Elementary Content Through the Spanish Language SPAN 404 Advanced Spanish Grammar SPAN 453 Spanish Phonetics and Phonemics	37 4cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr 3cr
Controlled Electives: Any other 3cr from SPAN 300 or above SPAN 362, 364, or a 400-level literature course	3cr 3cr	Controlled Electives: Any other 3cr from SPAN 300 or above SPAN 362, 364, or a 400-level literature course	3cr 3cr
Free Electives:	1		
Total Degree Requirements:	120	Total Degree Requirements:	121

(*) See requirements leading to teacher certification, titled "3-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 requirements. (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with their advisor's approval.	(*) 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 (101 or higher) in order to fulfill the state requirements. (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing, and submitted to the department chair.
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3. Rationale for Changes: The following are the proposed two changes with a justification for each:

(1) Addition of EDEX 323 (2cr) as a requirement: The Pennsylvania State Board of Education adopted changes that affect all of Pennsylvania's teacher and educational specialist certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners (ELL). After an analysis of the Spanish Education K-12 Program by the Coordinator of Spanish Education and the Dean of the College of Education and Educational Technology, it was determined that our program provides the majority, but not all, of the required numbers of hours of content and experiences in these areas, by virtue of the two methods courses: SPAN 390 Teaching of Elementary Content Through the Spanish Language and EDUC 453 Teaching of Foreign Languages in the Secondary School; and the three field experiences: EDUC 242 Pre-Student Teaching I, EDUC 342 Pre-Student Teaching II, and EDUC 441 Student Teaching. **In order to provide the new content and the remainder of the hours in ELL and instructional adaptation for diverse students, as now required by the state, the course EDEX 323 Instruction of English Language Learners with Special Needs (2cr) is being added as a required course.**

This addition results in a total of 121 credits being required to complete the Spanish Education K-12 Program. PASSHE has given teacher education programs approval to exceed the 120-credit minimum by up to three credits (total of 123 credits) in order to fulfill these new requirements. Since our program already met most of the hours of instruction, we only need to add one additional credit to our 120-credit requirement.

(2) Change in number of free electives: In order to minimize the number of additional credits required, the number of free electives is being changed from 1 to 0.

(3) Change in Footnote #2: This change is to make parallel the study abroad requirement exemption policy for all three Spanish programs. This footnote was already approved by the UWUCC on October 7, 2008, for the Bachelor of Arts—Spanish and Spanish for International Trade Programs.

(4) Clarification of MATH level required: The phrase "MATH 101 or higher" was added to the Mathematics line and in footnote (1) to specify the level that is required by the state certification requirements. This is not a new requirement; the additional language is inserted only for purposes of clarification and to parallel the language used in the K-12 French Education Program catalog description.

Part III. Implementation: Answers to Questions.

1. How will the proposed revision affect students already in the existing program?:

The new program will take effect with incoming freshmen in Fall 2009 if the changes are officially adopted in time for catalog changes. These changes have no effect on students already enrolled in the program unless they graduate later than December 2012; in this case, they would be required to take EDEX323 since the new certification requirements will apply on January 1, 2013 regardless of a candidate's enrollment date.

2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty:

These changes will not affect faculty teaching loads. No additional faculty will be needed due to these changes.

3. Are other resources adequate?

Yes, no impact here.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?:

There is no expected increase in student enrollment due to these changes.

Part IV. Periodic Assessment.

1. The Spanish Education K-12 Program undergoes ongoing evaluation by virtue of regular accrediting visits by both the Pennsylvania Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Often programmatic changes are made in order to meet new standards and expectations established by the accrediting agencies. The IUP Spanish Education K-12 Program has been nationally recognized by NCATE since 2006.

The Coordinator of the Spanish Education Program solicits feedback from student teachers when they return to campus at the end of student teaching for debriefing and evaluation of the student teacher supervisor and program. Information obtained from the debriefing meeting that can be used for program evaluation purposes includes:

- the degree to which the program prepares teacher candidates for teaching effectively in student teaching and in teaching positions after graduation;
- the need for course work and/or experiences not currently included in the program;
- the degree to which the program can be completed within four years.

2. Student teachers complete evaluations of the program at the end of each semester of student teaching through the College of Education and Educational Technology.

Teacher education programs at IUP prepare for accreditation reviews by PDE and NCATE every 2-4 years.

3. The evaluating entities are PDE, NCATE, and our department by virtue of student teacher evaluations.

Part V. Course Proposals: N/A.

Part VI. Letters of Support: N/A.