

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Bonnie Robb phone number 831-6141

Department: Foreign Languages and Literatures email address brobb@udel.edu

Date: February 17, 2009

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 09F
(use format 04F, 05W)

Current degree BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: N/A
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: Foreign Language Education (French Education, German Education, Italian Education, Latin Education, Spanish Education)

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

None

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

The revision being proposed is to change EDUC 400--Student Teaching for Foreign Language Education Majors--from 9 credits to 12 credits. This does not alter the course itself, a Capstone course that continues to support all Ten Goals of Undergraduate Education and that is taken by teacher education students university-wide.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

None

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

For a number of years, Foreign Language teacher candidates have registered for 9 credits of Student Teaching--EDUC 400. Since we strongly advise students to take no other courses while they student teach (due to the extraordinary demands of student teaching), this has caused our students to have part-time status. Students would often contact us to say that their parents' insurance required them to be full-time students; also, there were instances in which UD Accounting billed students incorrectly. The Director of Clinical Studies sorted out these billing errors with great difficulty, and urged us to make this change in credits accorded for student teaching in Foreign Languages and Literatures, in order that our students be officially "full-time" students during their semester of student teaching.

Most other A & S Teacher Education programs have two methods courses, with the second one being offered during student teaching. (Their students are thus full-time, with 9 credits of student teaching and 3 credits of methods.) Our program has three methods courses, all taken BEFORE student teaching; we are committed to that schedule, which we feel best prepares our students. We do not wish to add a fourth 3-credit methods course to be taken during student teaching. As it is, we require that our student teachers come to campus for a weekly meeting (1 1/2 hours) during their student teaching semester. This enables us to keep in close contact with our student teachers, and to support their preparation of required elements for their teaching portfolios (elements required by NCATE).

It is our belief that student teaching, plus this weekly class meeting and completion of the teaching portfolio, justifies 12 credits. The total number of credits for graduation will remain at 124, and the reduction of required credits for breadth requirements in the College of Arts and Sciences is helping our students to fulfil more easily all program requirements BEFORE student teaching.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

Under French Education, German Education, Italian Education, Latin Education (including Latin Education: Concentration Classics), and Spanish Education, the listing would change as follows.

EDUC 400 Student Teaching... 9 credits

would be replaced by:

EDUC 400 Student Teaching...12 credits

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson Richard A. Ziegen Date 2/18/09
Dean of College _____ Date _____
Chairperson, College Curriculum Committee _____ Date _____
Chairperson, Senate Com. on UG or GR Studies _____ Date _____
Chairperson, Senate Coordinating Com. _____ Date _____
Secretary, Faculty Senate _____ Date _____
Date of Senate Resolution _____ Date to be Effective _____
Registrar _____ Program Code _____ Date _____
Vice Provost for Academic Affairs & International Programs _____ Date _____
Provost _____ Date _____
Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

Howie, Cheryl

From: Shenkle, Cynthia W.
Sent: Thursday, October 15, 2009 9:41 AM
To: Howie, Cheryl
Cc: Anthony Seraphin
Subject: FW: Additional Information regarding the Student Teaching course in Foreign
Attachments: EDUC 400 syllabus spring 2009.doc

Hi, Cheryl. When you return on Monday can you please paste a copy of the letter below and the attached syllabus in collaborate with the FLL Education item deferred from 10/5 approval?
Thank you.
Cindi

-----Original Message-----

From: bonnie arden robb [mailto:brobb@UDel.Edu]
Sent: Thursday, October 15, 2009 9:28 AM
To: seraphin@math.udel.edu
Cc: Shenkle, Cynthia W.; smckenna@UDel.Edu
Subject: Additional Information regarding the Student Teaching course in Foreign

Dear Professor Seraphin:

Thank you for your e-mail. I hasten to provide further information about the Student Teaching course in Foreign Languages.

For many years, Student Teaching in Foreign Languages has been composed of two elements: a 14-week student teaching placement in a high school and a class that meets once per week on campus. Student teachers have earned 9 credits for these two elements combined. We have now proposed that this be changed to 12 credits.

Important considerations are the following:

- Student teaching is a Capstone course. It enables student teachers to use all that they have learned in previous language courses, methods courses, and clinical experiences in order to demonstrate that they can teach effectively. It is the beginning of their professional careers. The student teaching placement and the course on campus complement each other in this Capstone.
- Each class meeting on campus models professional collaboration and interaction. The class is conducted by the FL Program Coordinator and attended by all FL student teachers as well as all University FL supervisors, which allows for very intensive professional discussion—on foreign language methodology, on classroom management, and on many other issues (cf. course description on the syllabus, attached).
- It should be noted that in other A & S teacher education programs, 9 credits are earned by student teachers for the clinical placement alone. These programs offer 3 additional credits for the course that students take while student teaching. Since our student teachers in Foreign Languages participate in a weekly class and prepare projects for class, it seems appropriate—in fact, long overdue—for them to receive the additional 3 credits.
- The course assignments and projects are closely aligned with the student teaching experience, and become valuable elements in each student teacher's professional portfolio. Required activities include: professional résumé, Case Study in Classroom Management, Case

Study in Connecting Textbooks and Standards to Practice, Capstone Project in Professional Development, Capstone Project in Assessing Student Learning, letter from student teacher to pupils' parents. Student teachers also participate in training sessions at UD Career Services Center, and prepare for mock interviews conducted for our class by a local high school principal.

I am attaching the syllabus for the class, and will send along with Susan McKenna paper copies of course materials such as the case study assignments and the Capstone Project descriptions, along with the rubrics we use to evaluate the Capstone projects.

Please do not hesitate to contact me, if there is further information that would be helpful to you in considering our proposal.

Thank you very much!

Sincerely,

Bonnie Robb

Bonnie Arden Robb, Ph.D.
Associate professor of French
Associate Chair,
Dept of Foreign Languages & Literatures
Coordinator, FL Education Program
302.831.6141

EDUC 400
Student Teaching: Foreign Languages
Spring 2009

Weekly Class Meeting:
Mondays 4:00-5:30
Room 101 Recitation Hall

Course Coordinator: Dr. Bonnie Robb
107 Jastak-Burgess Hall
brobb@udel.edu
831-6141 (o); 378-9067 (h)
Office hours: Mon 11:00-12:00, Wed 12:00-1:00,
and by appointment

Student Teaching Supervisors:

Dr. Lee Glen
lglen@udel.edu
831-3392 (o)
994-7819 (h)

Dr. Cynthia Lees
clees@udel.edu
831-2595 (o)
352-281-6915 (c)

Ms. Barbara Toccafondi
blt@udel.edu
738-5342

Ms. Myrna Zaetta
mmzaetta@comcast.net
234-4633 (h)
302-540-4033 (c)

OBJECTIVES:

This course, which accompanies your student teaching placement, constitutes a forum in which you will share experiences and reflect on your teaching, benefiting from interaction with your peers and guidance from your supervisors. As you and your peers complete your teaching portfolios this semester, you will consider together how to apply and increase your knowledge as scholars of foreign language in effective lesson planning and assessment, how to meet classroom management challenges, and how to cultivate partnerships with students, colleagues, administrators and parents. Issues such as teaching methods and techniques, discipline, assessment, record-keeping, parent conferences, professional affiliations, teaching resumes, and job search will be discussed. You will hone your problem-solving skills as these pertain to FL methodology, discipline/classroom management, and the forging of partnerships.

Texts:

Student Teaching Guidelines

on website of Office of Clinical Studies

<http://www.udel.edu/ocs>

(click on Students, then Student Teaching,
then Student Teaching Guidelines)

Building Classroom Discipline, C.M. Charles

Activities/Requirements for Teaching Portfolio:

- professional résumé, with cover letter
- letter to introduce yourself to the parents of your students
- training sessions at UD Career Services Center
- Case Study: Connecting Textbooks and Standards to Practice
- Case Study: Classroom Management in Interactive Settings
- Capstone project: Professional Development
- Capstone project: Assessing Student Learning
- participation in mock interviews

Schedule of Class Meetings:

February 9 Introduction to course
 Overview of Portfolio elements

Assignment: Draft (but do not send) a letter to the parents of your students to introduce yourself. Bring your letter to class next week for peer review and editing.

February 16 Peer editing of draft of letter
 Introduction of Capstone Assessment Project

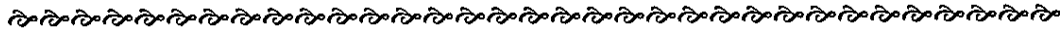
Assignment: Prepare Case Study on Connecting Textbooks and Standards to Practice.

- February 23 Discussion of Textbooks and Standards Case Study (small groups)
- Assignments: Prepare Case Study on Classroom Management in Interactive Settings.*
- Begin planning your Capstone Assessment Project.*
- March 2 CLASS MEETS IN CAREER SERVICES CENTER
Résumé and cover letter writing, presented by Cindy Holland, associate director of Career Services
- Assignment: Draft résumé and cover letter.
(due March 23)*
- March 9 Discussion of Classroom Management Case Study (small groups)
- Assignment: Work on Capstone Assessment Project.*
- March 16 CLASS MEETS IN CAREER SERVICES CENTER
→ beginning at 4:15 today only
Interview techniques for the job search, presented by Cindy Holland, associate director of Career Services
- Assignment: Continue work on Assessment Project*
- March 16-20 Mid-semester 3-way meeting and evaluation
- March 23 Peer Review of résumé and cover letter
- Assignment: Continue work on Assessment Project*
- March 30 No class: UD spring break

- April 6 Introduction of Capstone Professionalism Project
Assignment: Begin work on Professionalism Project
- April 13 Peer Review of Capstone Assessment Project
Assignment: Continue work on Assessment and Professionalism Projects
- April 20 Mock interviews in Class
- April 21 Teach-in-Delaware Day, 12:30-6:00, Bob Carpenter Center
April 22 Project Search, 8:00-6:00, Bob Carpenter Center
- April 27 CAPSTONE ASSESSMENT PROJECT IS DUE
(submit your project to LiveText)
Discussion of Student Teaching Experiences
Assignment: Continue work on Professionalism Project
- May 4 Sharing of Favorite Activities (bring handouts)
Assignment: Complete Professionalism Project
- May 11 CAPSTONE PROFESSIONALISM PROJECT IS DUE
(submit your project to LiveText)
Discussion of experiences and plans

May 18 End-of-semester Reception: Student Teachers,
Cooperating Teachers, Supervisors

May 18-22 Final 3-way meeting and evaluation



Note: Your University supervisor will come to your school to observe you at least 7 times in the course of the semester. Please communicate your schedule for each week to your supervisor, indicating any classes in which written tests will be given. Your supervisor will plan her visits accordingly.