

**EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS**

OUTLINE FOR SUBMITTING PROPOSALS FOR NEW PROGRAMS

Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate degree programs. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

PROPOSED PROGRAM NAME: K-12 TEACHER CERTIFICATION IN GERMAN
DEGREE: B.A.
DEPARTMENT(S): FOREIGN LANGUAGES AND BILINGUAL STUDIES
COLLEGE(S): COLLEGE OF ARTS AND SCIENCES; COLLEGE OF EDUCATION
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I. Description:

A. Goals and Objectives

1. General Philosophy and Intent

The new program proposed here is designed to offer Eastern Michigan University students the opportunity to obtain K-12 certification in German. Specifically, the program is designed to prepare students for careers as foreign language teachers in elementary, middle and secondary school settings. Currently, the department only offers secondary certification in German. The new Michigan Teacher Certification Standards in Foreign Languages, approved July 2004, now allow us to provide K-12 certification programs.

The new program consists only of adding FLAN 412 (*Methods of Teaching Modern Languages in the Elementary Grades*) to our existing secondary German Teacher Certification Program. This course includes 45 contact hours on campus by a faculty member in the Department and 45 hours of field experience under the supervision of an experienced elementary foreign language mentor teacher.

2. Specific Goals and Objectives

In response to the *No Child Left Behind* Act and in order to provide certified teachers to fill K-6 elementary language programs, new foreign language teacher certification standards with a K-12 option were approved by the state of Michigan and adopted by the Michigan Department of Education in July 2004. Eastern Michigan University's proposed K-12 Certification program in German, in compliance with these new teacher certification standards, will require that students seeking K-12 certification:

- a) demonstrate a high level of competency in helping student acquire and use the foreign language (Standard 1.3),
- b) understand and use the major concepts, principles, theories, and research related to the nature and role of culture (Standard 2.1, 2.2, 2.4, 2.5),
- c) understand and use language acquisition theories, research and knowledge (Standards 3.1, 3.2, 3.3, 3.4),

- d) understand and use state and national standards to select materials and design instruction (Standard 4.1, 4.2, 4.3, 4.6),
- e) use knowledge of past and current second language teaching methodologies (Standard 4.8),
- f) assess students and interpret and reflect on assessment data (Standard 5.1, 5.2, 5.3, 5.4, 5.5), and
- g) reflect on professional practices (Standard 6.1, 6.2, 6.3, 6.4, 6.5, 6.6).

The content knowledge and performance skills needed to meet these standards are taught only in *FLAN 411: Theory and Methods of Modern Language Instruction* and *FLAN 412: Methods of Teaching Modern Languages in the Elementary Grades*.

Students in the first methods course (FLAN 411) focus specifically on: 1) the history and development of instruction in modern foreign languages, 2) language acquisition theory, 3) research on adolescent development and learning, 4) curriculum, instruction, lesson design and activities that support the *Standards for Foreign Language Learning* and the *Michigan World Language Content Standards*, 5) testing, authentic assessments, and evaluation rubrics.

In the second methods course and field experiences (*FLAN 412: Methods of Teaching Modern Languages in the Elementary Grades*), students focus specifically on 1) the history of foreign language instruction in the elementary grades in the United States, 2) research on early foreign language learning, 3) the philosophy of, and rationale for, foreign language instruction in K-6 settings, 4) curriculum and developmentally-appropriate instructional methods, activities, and materials in standards-based FLEX, immersion, and FLES programs, and 5) student and program evaluation in the elementary school setting.

3. Professional Community

In order to hold “fully qualified status” in accordance with the *No Child Left Behind Act*, EMU students who seek employment in middle school settings (Grades 6–8) must hold K-12 teaching certificates in German. In addition, students who would like to maximize their employment options and prepare for teaching positions in the elementary, middle school or high school settings will also seek K-12 certification. In the revised certification program requested here, students who choose a K-12 certificate in German will be required to complete *FLAN 411: Theory and Methods of Modern Language Instruction* and *FLAN 412: Methods of Teaching Modern Languages in the Elementary Grades*; in making this change, Eastern Michigan University will bring its teacher certification program into compliance with the newly adopted Michigan standards for teacher certification in German and will be one of the first universities in Michigan to implement the new K-12 teacher certification option as defined by the Michigan Department of Education.

4. Departmental Goals and Strategic Plan

The Departmental strategic plan, supported by findings from program review, includes meeting the needs of additional constituencies and increasing enrollment and future career opportunities for the students. The Departmental mission is significantly concerned with the language and teaching knowledge base of its graduates.

B. Program

This new program includes the following components

- General Education Requirements (41 hours)
- Professional Studies Requirements (42 hours)
- Minor Requirements (13 – 26 hours; will vary)
- Major Requirements (33 hours)

Specific course requirements in each area are described below. No new courses are required.

I. General Education Requirements 41 hours

Area I Symbolics and Communication

1. ENGL121 Composition II: Researching the Public

Experience (3 hrs)

2. See page 21

3. *One course from the following:*

GERN121 Beginning German I (5 hrs)

GERN122 Beginning German II (5 hrs)

GERN233 Intermediate German Conversation,

Composition and Grammar (3 hrs)

GERN234 Intermediate German Conversation,

Composition and Grammar (3 hrs)

4. See page 21

5. See page 21

Area II Science and Technology

1. See page 21

2. See page 22

3. See page 22

Area III Social Sciences

1. PLSC112/113 American Government (3 hrs)

2. See page 22

3. See page 22

4. See page 22

Area IV Arts and Humanities

1. GERN341 Survey of German Literature*

2. GERN342 Survey of German Literature*

3. See page 23

4. See page 23

Physical Education/Graduation Requirement 2 hours

II. Professional Studies 42 hours

Pre-Admission Phase: The Learner and the Community 8 hours

EDPS322 Human Development and Learning (4 hrs)

FETE201 Field Experience I (1 hr)

SPGN251 Education of Students with Exceptionalities (3 hrs)

Phase I: Curriculum, Assessment and the Social Context 10 hours

SOFD328 Schools in a Multicultural Society (3 hrs)

CURR305 Curriculum and Methods: Secondary (3 hrs)

FETE302 Field Experience II: Secondary (1 hr)

EDPS340 Introduction to Assessment and Evaluation (3 hrs)

Phase II: Content Methods, Literacy and Technology 9 hours

RDNG311 Teaching Reading in the Secondary School (3 hrs)

FETE402 Field Experience III: Secondary (1 hr)

EDMT330 Instructional Applications of Media and Technology (2 hrs)

FLAN411 Theory and Methods of Modern Language Teaching (3 hrs)

NEW REQUIREMENT: FLAN 412 Methods of Teaching Modern Languages in the Elementary Grades (3 hours)

Phase III: Capstone Experience: 12 hours

EDUC492 Student Teaching (12 hrs)

III. Minor Requirements 13-26 hours

IV. Major Requirements 33 hours

Group I: Required Language Development Courses: 12 hours

Students seeking a major in German as part of a secondary or K-12 teaching certificate must complete the following four required courses (12 credits). Course titles and detailed descriptions are attached.

GERN343	German Composition on Cultures and Civilizations
GERN344	German Phonetics and Conversation
GERN443	German Syntax and Advanced Composition
GERN444	Advanced German Conversation Based on Media

Group II: Required Literature Courses: 6 hours

Students seeking a major in German as part of a secondary or K-12 teaching certificate must complete the following two required, 3-credit literary survey courses (6 credits). Course titles and detailed descriptions are attached.

GERN341	Survey of German Literature
GERN342	Survey of German Literature

Group III: Restricted Civilization and Culture Courses: 6 hours

Students seeking a major in German as part of a secondary or K-12 teaching certificate must complete an additional 6 credits in German culture and civilization, selected from among the following four courses. Course titles and detailed descriptions are attached.

GERN366	German Speaking Cultures of the World
GERN428	German Literature and Film from 1945 to the Present

Group IV: Required Immersion Experience: 6 hours

Students seeking a major in German as part of a secondary or K-12 teaching certificate must complete an additional 3-credit, 6-week cultural and linguistic immersion experience. The title and description of this course are attached.

GERN490	Intensive German in Europe
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Group V: Required Capstone Experience: 3 hours

Students seeking a major in German as part of a secondary or K-12 teaching certificate must complete a three-hour capstone seminar. The course title and detailed description are attached.

GERN 492	Senior Capstone Seminar in German
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Total: 33 hours in the major

A typical program will follow the requirements of General Education, Professional Preparation, minor area of study, and the German major. Students will usually take FLAN 411 (secondary methods) in the Fall in conjunction with their Phase II Professional Preparation courses, student teach the following winter and complete course and field components of FLAN 412 (elementary methods) in the Spring.

C. Admission

Students seeking K-12 certification in German must hold senior or graduate standing, have completed at least 24 of the 33 required credit hours for a secondary major in German, be enrolled in or have completed Phase II of their professional preparation program, and have successfully completed FLAN 411: Theory and Methods of Modern Language Instruction. No conditional admission will be granted.

D. Projections

1. Timeline

In order to hold “fully qualified status” in accordance with the *No Child Left Behind Act*, EMU students who seek employment in middle school settings (Grades 6 –8) must hold K-12 teaching certificates in German. Since all courses already exist, the program needs to be implemented in Fall 2005 so that students seeking K-12 certification in German will be able to obtain employment upon graduation.

2. Projected enrollment

We anticipate that at least half of the students who complete FLAN 411 (secondary certification valid only for Grades 7 – 12) will also choose to pursue K-12 certification. Since FLAN 412 is open to students in French, German, Japanese, and Spanish, we anticipate an enrollment of at least 12 to 15 students each year.

3. Future directions

We will prepare graduate versions of the FLAN 412 course; summer institutes for 411 and 412 with its graduate counterparts for in-service teachers who obtained initial certification at another university.

4. Scheduling needs and patterns:

Like FLAN 411, FLAN 412 will be taught once a year. It will include students seeking K-12 certification in all languages, not only German.

E. Other Pertinent Information

All beginning teachers need information about a range of topics, including language acquisition theories and research, state and national foreign language standards, child and adolescent development, student learning styles, lesson design and classroom activities. In addition, students need opportunities to practice designing, preparing, and presenting lessons so that what they know (competence) is actually reflected in what they are able to do (performance). FLAN 411 is designed to support and develop both the beginning teacher's competence as well as his or her performance skills.

Core knowledge and skills taught and practiced in *FLAN 411* relate directly to the new foreign language teacher standards and enable prospective language teachers to:

- focus curriculum and instruction around state and national standards,
- focus instruction around language functions and vocabulary
- focus instruction around meaningful, age-appropriate content and cultural contexts (practices, products, perspectives);
- develop a conversational teaching style characterized by comprehensible input such that lessons for students at all levels of proficiency can be conducted solely in the target language;
- plan a variety of lesson types, including:
 - direct, inquiry, and cooperative learning lessons,
 - listening, reading, and writing lessons, and
 - dialogue, vocabulary, Gouin series, mini-dialogue, and grammatically-patterned lessons; and
- plan for extended sequences of instruction and preparing thematic, functional, standards-based learning scenarios accompanied by authentic assessment activities and assessment rubrics.

While much of what beginning teachers need to know and be able to do is applicable to both K-6 and 7-12 settings, there are significant differences among the learners, the curriculum, and the activities that are age- and developmentally-appropriate at the elementary, middle, and high school levels. Students in FLAN 412 will address all topics and skills considered in FLAN 411 but from the point of view of the elementary learner. *FLAN 412: Methods of Teaching Modern Languages in the Elementary Grades* will:

- address the differing developmental needs of the K-2 (lower elementary) and 3-6 (upper elementary) learner;
- focus on the differences in goals and rationales among the three common types of elementary program: FLEX (Foreign Language Experience), immersion, and FLES (Foreign Languages in the Elementary School);
- focus on content-based and content-related curricula and unit design in FLES and immersion settings;
- address thematic, interdisciplinary curriculum and unit design in FLES, FLEX, and immersion settings;
- offer a variety of age- and developmentally appropriate activities, including songs, rhymes, finger plays, games, story-telling, dramatizations, dialogues, and other activities;
- consider appropriate types of student and program assessment.

FLAN 411 is a pre-requisite to FLAN 412.

II. Justification/Rationale

A. Demand

In the past, foreign language teachers who held a secondary teaching certificate (Grades 7 – 12) were also allowed to teach 6th grade foreign languages in a middle school setting. However, as states and school districts comply with the requirements of the *No Child Left Behind* Act, teachers holding a secondary teaching certificate in German are no longer certified to teach 6th grade exploratory language courses and must pursue K-12 certification in foreign languages in order to achieve highly qualified status. In addition, more and more school districts are seeking certified language teachers to design and staff elementary exploratory and immersion foreign language programs. K-6 certified teachers who also have substantial proficiency in German are extremely rare.

B. Any similar programs in Michigan

In making this change, Eastern Michigan University will bring its teacher certification program into compliance with the newly adopted Michigan Standards for Teacher Certification in German and will be one of the first universities in Michigan to implement the new K-12 Teacher Certification option as defined by the Michigan Department of Education.

C. Support: see A above.

D. Program Delivery

The new course will be offered on the main campus each spring. The field experience of the course will take place at one of several public or private elementary schools in southeastern Michigan.

III. Preparedness

A. Faculty qualifications

Dr. Anne Nerenz has taught the secondary methods course for the last 18 years; she has also taught foreign language enrichment courses for elementary students and designed both a four-skills proficiency-based elementary curriculum and the elementary methods course. Experienced in-service mentor teachers in a variety of school settings have agreed to supervise students in this program during the field experience portion of FLAN 412.

B. Library holdings: Library holdings in child development and elementary education already exist. All known foreign language elementary materials are already in the library.

C. Existing facilities: Classroom facilities and computer lab in Alexander are adequate.

D. Supportive courses, faculty and equipment: None needed

E. Marketing: Inherent in teacher area specialization.

F. Other: No new language and pedagogy courses are needed.

IV. Plans for Assessment/Evaluation

Data will be collected throughout the Fall (FLAN 411), Winter (student teaching—EDUC 492), and Spring (FLAN 412) semesters. Students will present their learning scenario and their portfolio to a panel of faculty in-service teachers and other professionals at the close of the Spring semester.

1. Data from MTTC
2. Mentor teachers' rating of students' content knowledge and teaching skills
3. Students' scores on a three-skills (reading, writing, speaking) computer-adaptive proficiency test normed to the ACTFL proficiency ratings.
4. Capstone projects
5. Learning scenario presentations and portfolio presentations

V. Program Costs

Departmental budget will be re-allocated to cover the cost of instruction. No new funds are needed.

VI. Action of the Department/College

1. Department (Include the faculty votes and department head signatures from all submitting departments.)

Vote of department faculty: For _____ Against _____ Abstentions _____
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can _____ cannot _____ be implemented within the affected Department(s) without additional College or University resources.

Department Head Signature

Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program can _____ cannot _____ be implemented within the affected College without additional University resources.

College Dean Signature

Date

B. Graduate School (new graduate programs ONLY)

Associate Dean Signature

Date

VII. Approval

Assistant Vice-President for Academic Services Signature

Date

VIII. Appendices:

- A. Required/Elective Courses
- B. Request for New/Revised Course Forms
- C. Market Analysis/Needs Assessment
- D. Supporting Documents
- E. Faculty Vitae

