



The University of Georgia

Department of Language Education
English Education
Language Arts and Children's Literature
Teaching Additional Languages

College of Education
School of Teacher Education

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February 18, 2004

Dear College of Education Curriculum Committee:

Attached is a package proposal that would constitute dual degrees between the following Arts and Science and Education degrees:

French - A.B.	French Education - B.S.Ed.
German - A.B.	German Education - B.S.Ed.
Latin - A.B.	Latin Education - B.S.Ed.
Spanish - A.B.	Spanish Education - B.S.Ed.

After collaborative meetings between departments and consulting with their faculty, the heads of these departments in both colleges support these proposed dual degrees.

We think that many foreign language majors in French, German, Latin, and Spanish will be interested in the possibility of also obtaining teacher certification during the course of their studies, and that French, German, Latin, and Spanish teacher education majors will benefit from what is in some cases additional content area coursework in their programs. Graduates with dual degrees will be more attractive to employers and to graduate and professional schools.

In general, students earning dual degrees in one of these proposed programs should be able to graduate with minimal coursework beyond the 120-hour cap.

Dual degrees have been an outgrowth of the growing collaborative relationship between the College of Education and the Franklin College of Arts and Sciences since the approval of four new dual degree programs last fall between the content areas of biology, English, history, and mathematics, and their corresponding education degree.

Sincerely,

Joel Taxel, Department Head
Department of Language Education

Proposal Dual Degree Programs

A.B. in French	B.S.Ed. in French Education
A.B. in German	B.S.Ed. in German Education
A.B. in Latin	B.S.Ed. in Latin Education
A.B. in Spanish	B.S.Ed. in Spanish Education

Institution: The University of Georgia

Date: February 18, 2004

College: College of Education
College of Arts and Sciences

Departments:

Department of Language Education
Department of Classics
Department of Germanic and Slavic Languages
Department of Romance Languages

Name of Proposed Program: Dual Degree in French and French Teacher Education
Dual Degree in German and German Teacher Education
Dual Degree in Latin and Latin Teacher Education
Dual Degree in Spanish and Spanish Teacher Education

Degree: AB in French and BSEd in French Teacher Education
AB in German and BSEd in German Teacher Education
AB in Latin and BSEd in Latin Teacher Education
AB in Spanish and BSEd in Spanish Teacher Education

Major: French and French Teacher Education
German and German Teacher Education
Latin and Latin Teacher Education
Spanish and Spanish Teacher Education

CIP Code:

Starting Date: August 2004

(Signatures on next page)

Signatures:

Paul J. Al 2/25/04
Dept. Head, Language Education Date

Robert C. Carter 2/27/04
Department Head, Classics Date

Keith R. Langford 2/27/04
Department Head, Germanic and Slavic Languages Date

Noel Barton 02-27-04
Department Head, Romance Languages Date

Wyatt W. Anderson 17 March 04
Dean, College of Arts and Sciences Date

Dean, College of Education Date

College of Arts and Sciences Curriculum Committee Chair Date

College of Education Curriculum Committee Chair Date

Arts and Sciences Senate Curriculum Committee Chair Date

University Curriculum Committee Chair Date

Senior Vice President for Academic Affairs and Provost Date

Proposal for Dual Degrees in French, German, Latin, and Spanish and Foreign Language Education Programs at the University of Georgia

Program abstract

The purpose of this proposal is to delineate a plan for creating four dual degree options for students wishing to major in a foreign language in Arts and Sciences and an Education discipline. Dual degree programs in the areas listed in Table I allow students to earn both a degree in an Arts and Sciences major (e.g., French) and the corresponding Education major (e.g., Foreign Language Education (French Emphasis)) in four years.

These program options allow students to earn degrees in both colleges, giving them more career flexibility and rewarding them for their work. Students who would have majored in an Arts and Sciences content field will have the added option of teaching by completing one of these dual degree programs, and those who know they want to teach will graduate with a stronger content base.

Table I – Proposed Dual Majors

Arts and Sciences Major	Education Major
French - A.B.	Foreign Language Education (French Emphasis) – B.S.Ed.
German - A.B.	Foreign Language Education (German Emphasis) – B.S.Ed.
Latin - A.B.	Foreign Language Education (Latin Emphasis) – B.S.Ed.
Spanish – A.B.	Foreign Language Education (Spanish Emphasis) – B.S.Ed.

The proposed dual degree programs simply systematize the rules for what some more ambitious students are already accomplishing. Approval of standard dual degree options, however, will offer a simple and consistent recipe for students to attain this goal. At present, students wishing to complete dual degrees must negotiate with advisors in both their Education and Arts and Sciences majors. This proposal codifies these requirements, thus eliminating the potential for advising errors and stimulating students to take further coursework in their majors. Furthermore, the degrees require the healthy and full collaboration of two of UGA's best colleges.

Objectives of the program

The main purpose of the dual degree programs is to allow students who meet the major requirements in foreign language majors in Arts and Sciences and the corresponding Education majors to be awarded a degree in each discipline.

Justification and need for the program

Georgia's teacher shortage continues to worsen. In fact, two foreign languages, French and Spanish, are on the critical needs list of the Hope Scholarship Program, for there are not enough French and Spanish teachers to fill the needs of Georgia schools. Indeed, it is likely that the teacher shortage trend will continue, unless something is done to attract and retain the best and brightest into the teaching profession.

At the same time, numerous UGA students presently major in an Arts and Sciences discipline without serious consideration of a career until late in their UGA tenure. Many try to add teacher certification during their fourth year, forcing them to take additional semesters to finish their work. In informal surveys conducted in upper division classes in the programs mentioned in this proposal, it was found that most of the students surveyed would have been interested in a dual degree program had it been available early in their academic career. Some students indicated that they are already doing this on their own, but formalizing the process would make it easier for others.

With dual degrees in foreign languages and their corresponding education degree, we hope to make teaching a more attractive career choice and help alleviate the teacher shortage in critical foreign language teaching fields.

Curriculum

Attached is the organization of the curriculum for each of the proposed programs, including degree and coursework requirements for individual Arts and Sciences and Education programs. The advising check sheets for each program are included.

French / Foreign Language Education (French Emphasis) is **Appendix A**.
German / Foreign Language Education (German Emphasis) is **Appendix B**.
Latin / Foreign Language Education (Latin Emphasis) is **Appendix C**.
Spanish / Foreign Language Education (Spanish Emphasis) is **Appendix D**.

Administration

To be eligible for a dual degree, a student must be admitted separately to both the appropriate Arts and Sciences and Education degree programs. Faculty committees in each program will make admissions decisions independently.

Students will be identified as early as possible in order to get them working on coursework with the dual degree framework for their major pair. Students must meet all requirements for admission to teacher education, which normally happens at the end of Year 2. Requirements include an overall minimum GPA of 2.5 (2.6 for Foreign

Language Education), passing scores on PRAXIS 1, and completion of some coursework particular to the department of entry.

Undergraduate academic advisors in Foreign Language Education and in the A&S departments of Classics, Germanic and Slavic Languages, and Romance Languages will be given check sheets of the dual degree requirements, which are included in **Appendices A, B, C, and D**, so that they can advise in a timely manner the students wishing to complete the proposed degree programs.

Contact Persons

Language Education	Joel Taxel	COE	jtaxel@coe.uga.edu	2-4511
French	Noel Fallows	A&S	nfallows@uga.edu	2-3121
German	Keith Langston	A&S	langston@uga.edu	2-3663
Latin	Robert Curtis	A&S	ricurtis@uga.edu	2-9264
Spanish	Noel Fallows	A&S	nfallows@uga.edu	2-3121

Assessment

The student learning outcomes for the dual degree programs are listed in **Appendix E**. Multiple measures, also described in **Appendix E**, will be used to assess the effectiveness of the programs and extent to which students attain these outcomes as they complete their degrees. In addition, we will maintain contact through e-mail with the students in these dual degree programs after they graduate in order to determine how many use their foreign language knowledge and proficiency in their careers, such as becoming foreign language teachers in Georgia.

Fiscal and enrollment impact and estimated budget

The proposed dual degrees allow UGA to offer these options to students strictly out of existing resources and at no additional cost.

Appendix A: Dual Degree in French / Foreign Language Education (French Emphasis)

Current French A.B. Requirements	Current French Emphasis Requirements B.S.Ed.	Proposed Dual Degree Requirements A.B. / B.S.Ed.
<p>Semester Core Curriculum</p> <p>Areas A-E (42 hours)</p> <p>Area F - Courses Related to Major (18 hours) FREN 2001 FREN 2002 LING 2100</p> <p>Choose nine hours from the following:</p> <p>AFST(ANTH)(CMLT)(GEOG)(HIST) (SOCL) ARHI ITAL CLAS MUSI PHIL PORT RELI DRAM ENGL ROML SPAN WMST FREN 1001, 1002 FL 1000/2000</p> <p>Major Requirements (60 hours)</p> <p>Required Courses - 27 hours FREN 3010 FREN 3090 FREN 4050 FREN 4070 FREN 3030 FREN 4010 FREN 4060</p> <p>Choose two courses from the following: FREN 4080 FREN 4170 FREN 4120 FREN 4630 FREN 4150</p> <p>Major Elective - 3 hours HIST 3381 or 3382</p> <p>General Electives - 30 hours (Refer to College-wide requirements when selecting general electives.) Upper division (9 hours) Any level (21 hours)</p> <p>Total hours required 120</p>	<p>Semester Core Curriculum</p> <p>Same requirements</p> <p>Area F - Courses Related to Major (18 hours) FREN 2001 FREN 2002 FREN 3010</p> <p><u>Must</u> take the following:</p> <p>EFND 2030¹ EPSY 2020² SPCM 1100 or SPCM 1500³ ¹Foundations ²Psychology ³Speech Communications</p> <p>Major Requirements (60 hours)</p> <p>Required Courses - 51 hours FREN 3090 FREN 4010 FREN 4630 One 3000/4000-level FREN course FREN 4080 or FREN 4120 3 courses from the following: FREN 3030, 4050, 4060, 4070 = 24 hours</p> <p>ELAN 4530, 4531, 5540, 5550 ELAN 5560 (15 hours) SPED 2000 = 30 hours</p> <p>General Electives - 9 hours Any level</p> <p>Total hours required 123</p>	<p>Semester Core Curriculum</p> <p>Areas A-E (42 hours)</p> <p>Area F - Courses Related to Major (18 hours) FREN 2001 FREN 2002 LING 2100</p> <p><u>Must</u> take the following:</p> <p>EFND 2030 EPSY 2020 SPCM 1100 or SPCM 1500</p> <p>Major Requirements (60 hours)</p> <p>Required Courses -60 hours FREN 3010 FREN 3030 FREN 3090 FREN 4010 FREN 4630</p> <p>Choose 4 other courses given in French at the 4000 level = 27 hours</p> <p>Major Elective - 3 hours HIST 3381 or 3382</p> <p>ELAN 4530, 4531, 5540, 5550 ELAN 5560 (15 hours) SPED 2000 = 30 hours</p> <p>Total hours required 120</p>

**Check Sheet for Dual Degree Program
A.B. French
B.S.Ed. Foreign Language Education (French Emphasis)**

Name _____ ID# _____

Core Curriculum (60 hours)

Area A (9 hours)

- ENGL 1101
 ENGL 1102
 MATH 1101, 1113, 2200, or 2200L

Area B (5 hours)

- _____ (Recommended: Literature course) (A & S Requirement)
 One-hour course (Recommended: First-year seminar)
 One-hour course (Recommended: First-year seminar)

Area C (6 hours)—Humanities/Fine Arts

- Fine and Performing Arts/Philosophy/Religion (A & S Requirement)
 Fine and Performing Arts/Philosophy/Religion (A & S Requirement)

Area D (10hours)—Science, Math, Technology

- Biological Science (A & S Requirement) (Environmental Literacy requirement)
 Physical Science (A & S Requirement) (Environmental Literacy requirement)
 Corresponding LAB for ONE of the above
 Approved Math, Science or Technology Class

Area E (12 hours)—Social Sciences (from at least two different departments)

- POLS 1101 (or pass constitution exam)
 HIST 2111 or 2112 (or pass Georgia History exam) (A & S Requirement)
 HIST 2051 or 2052 (Recommended: Multicultural Literacy Requirement)

Area F (18 hours)

- FREN 2001 (if not exempted)
 FREN 2002 (if not exempted)
 LING 2100
 EFND 2030
 EPSY 2020
 SPCM 1100 or 1500

PE requirement

Entrance Requirements to the College Of Education

Enrollment in the College of Education does not constitute admission as a candidate for a degree in teacher education or professional certification in other professional fields. Each student who seeks a professional teaching degree or professional teacher certification must apply for admission to Teacher Education through the College's Educational Field Experience Office, 315 Aderhold Hall.

Entrance requirements:

- Completion of Core Area A-E
 Passing score on Praxis I
 Overall GPA of 2.6

- Overall GPA of 3.0 for all courses in Area F
- Submission of a resume that documents experiences working with young people; work experience that is relevant to a career in teaching; experiences related to foreign language study and teaching; special skills and abilities relevant for a career in teaching foreign languages; three references
- Submission of a statement of purpose
-

Major requirements (60 hours)

Major courses (27 hours)

- FREN 3010
- FREN 3030
- FREN 3090
- FREN 4010
- FREN 4630

Choose 4 courses given in French at the 4000 level:

- FREN 4 _____
- FREN 4 _____
- FREN 4 _____
- FREN 4 _____

Major Elective:

- HIST 3381 or 3382

Required Education courses (30 hours):

- ELAN 4530
- ELAN 4531
- ELAN 5540
- ELAN 5550
- ELAN 5560 (15 hours)
- SPED 2000

Appendix B: Dual Degree German / Foreign Language Education (German Emphasis)

Current German (A.B.) Semester Degree Requirements	Current German Emphasis Requirements B.S.Ed.	Proposed Dual Degree Requirements B.A. / B.S.Ed.
<p>Semester Core Curriculum</p> <p>Areas A-E (42 hours)</p> <p>Area F – Courses Related to Major (18 hours) GRMN 2001 GRMN 2002 GRMN 2300 LING 2100 or LING 2100H</p> <p>Choose six hours, preferably from the following:</p> <p>Additional foreign language, ANTH, ARGD, ARHI, ARID, ARST, ARTS, CMLT, CRAM, ECON, GEOG, HIST (world), LING, MUSI, PHIL, POLS, SPCM, WMST</p> <hr/> <p>Major Requirements (60 hours)</p> <p>Required Courses – 21 hours GRMN 3010 or GRMN 3070 GRMN 3020 or GRMN 3080 GRMN 4520</p> <p>Twelve additional hours of GRMN courses at the 3000/4000 level (excluding GRMN 3500), of which one may be a GRMN course taught in translation.</p> <p>Major Electives – 0 hours</p> <p>General Electives – 39 hours (Refer to College-wide requirements when selecting general electives.) Upper division (18 hours) Any level (21 hours)</p> <p>Total hours required 120</p>	<p>Semester Core Curriculum</p> <p>Areas A-E (42 hours)</p> <p>Area F – Courses Related to Major (18 hours) GRMN 2001 GRMN 2002 GRMN 3010 or 3070</p> <p><u>Must</u> take the following:</p> <p>EFND 2030¹ EPSY 2020² SPCM 1100 or SPCM 1500³ ¹Foundations ²Psychology ³Speech Communications</p> <hr/> <p>Major Requirements (60 hours)</p> <p>Required Courses – 51 hours GRMN 3020 or GRMN 3080 GRMN 3380 GRMN 4001/6001</p> <p>Choose five GRMN course at the 3000/4000 level = 24 hours</p> <p>ELAN 4530 ELAN 4531 ELAN 5540 ELAN 5550 ELAN 5560 (15 hours) SPED 2000 = 30 hours</p> <p>Major Electives – 0 hours</p> <p>General Electives – 9 hours any level</p> <p>Total hours required 123</p>	<p>Semester Core Curriculum</p> <p>Areas A-E (42 hours)</p> <p>Area F – Courses Related to Major (18 hours) GRMN 2001 GRMN 2002 GRMN 2300</p> <p><u>Must</u> take the following:</p> <p>EFND 2030 EPSY 2020 SPCM 1100 or SPCM 1500</p> <hr/> <p>Major Requirements (60 hours)</p> <p>Required Courses – 60 hours GRMN 3010 or GRMN 3070 GRMN 3020 or GRMN 3080 GRMN 3380 GRMN 4001 GRMN 4520</p> <p>Choose four GRMN courses at the 3000/4000 level (excluding GRMN 3500), of which one may be a GRMN course taught in translation. = 27 hours</p> <p>Major Electives – 0 hours</p> <p>ELAN 4530 ELAN 4531 ELAN 5540 ELAN 5550 ELAN 5560 (15 hours) SPED 2000 = 30 hours</p> <p>General Electives – 3 hours any level</p> <p>Total hours required 120</p>

**Check Sheet for Dual Degree Program
A.B. German
B.S.Ed. Foreign Language Education (German Emphasis)**

Name _____ ID# _____

Core Curriculum (60 hours)

Area A (9 hours):

- _____ ENGL 1101
 _____ ENGL 1102 (or 1102M, recommended to satisfy FCAS Multicultural Requirement)
 _____ MATH 1101

Area B (4-5 hours):

- _____ GRMN 1001 (or GRMN 1002, or GRMN 1110) (recommended)
 _____ PE Requirement

Area C (6 hours):

Students may select one course from the Fine Arts list and one from the Humanities list, or students may select two courses from different departments in the Humanities list.

- _____ Humanities/Fine Arts Requirement (recommended that course also fulfills FCAS Fine Arts/Philosophy/Religion requirement)
 _____ Humanities/Fine Arts Requirement (recommended that course also fulfills FCAS Fine Arts/Philosophy/Religion requirement)

Area D (10 hours)

- _____ Biological Science (will also satisfy FCAS Biological Sciences requirement)
 _____ Physical Science (will also satisfy FCAS Physical Sciences requirement)
 _____ Corresponding Lab for ONE of the above
 _____ Approved math, science, or technology class
 (Many of these courses will also fulfill the University's Environmental Literacy requirement.)

Area E (12 hours):

Four courses from

- _____ Social Science (HIST 211 or HIST 2112 recommended, unless the United States and Georgia History requirement is satisfied by examination; if no HIST 2111 or HIST 2112, HIST 3390 recommended; this will satisfy the FCAS History requirement)
 _____ Social Science (POLS 1101 recommended, unless the United States and Georgia Constitution requirement is satisfied by examination)
 _____ Social Science
 _____ Social Science

Area F (18 hours):

- _____ GRMN 2001
 _____ GRMN 2002
 _____ GRMN 2300
 _____ EFND 2030
 _____ EPSY 2020
 _____ SPCM 1100 or SPCM 1500

ENTRANCE REQUIREMENTS TO THE COLLEGE OF EDUCATION

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Entrance requirements:

- Completion of Core Area A-E
 - Passing score on Praxis I
 - Overall GPA of 2.6
 - Overall GPA of 3.0 for all courses in Area F
 - Submission of a resume that documents experiences working with young people; work experience that is relevant to a career in teaching; experiences related to foreign language study and teaching; special skills and abilities relevant for a career in teaching foreign languages; three references
 - Submission of a statement of purpose
-

Major Requirements (60 hours):

Major Required Courses (47 hours)

- ELAN 4530
- ELAN 4531
- ELAN 5540
- ELAN 5550
- ELAN 5560 (15 hours)
- SPED 2000

- GRMN 3010 or 3070
- GRMN 3020 or GRMN 3080
- GRMN 3380
- GRMN 4001
- GRMN 4520

Choose four GRMN courses at the 3000/4000 level (excluding GRMN 3500), of which one may be a GRMN course taught in translation. A GRMN course focused on German literature will satisfy the FCAS Literature requirement.

- GRMN 3XXX or 4XXX
- GRMN 3XXX or 4XXX
- GRMN 3XXX or 4XXX
- GRMN 3XXX or 4XXX

Major Electives (0 hours)

General Electives (3 hours)

Total: 120 hours

Appendix C: Dual Degree in Latin / Foreign Language Education (Latin Emphasis)

Current Latin A.B. Requirements	Current Latin Emphasis Requirements B.S.Ed.	Proposed Dual Degree Requirements A.B. / B.S.Ed.
Areas A-E (42 hours)	Areas A-E (42 hours)	Areas A-E (42 hours)
<p>Area F: Courses Related to Major (18 hours)</p> <p>LATN 1001 LATN 1002 LATN 2001 (if LATN 1001 has already been satisfied)</p> <p>Choose one course from the following: CLAS 1020 CLAS(ANTH) 2000</p> <p>Choose three courses from the following: ARHI 2100 or ARHI 2110H CLAS 1020 (if not taken in previous category) CLAS(ANTH) 2000 (if not taken in previous category) CLAS(LING) 2010 CMLT 2210 or CMLT 2250H HIST 2301 or HIST 2311H LING 2100 or LING 2100H PHIL 1500 or PHIL 1500H RELI 1001 or RELI 2001H</p>	<p>Area F: Courses Related to Major (18 hours)</p> <p>LATN 2001 LATN 2002 LATN 3010</p> <p>EFND 2030 EPSY 2020 SPCM 1100 or SPCM 1500</p>	<p>Area F: Courses Related to Major (18 hrs)</p> <p>LATN 2001 LATN 2002 CLAS 1020/1020H</p> <p>EFND 2030 EPSY 2020 SPCM 1100 or SPCM 1500</p>
<p>Major Requirements (60 hours)</p> <p>Required Courses - 18-21 hours LATN 2001 (if not taken in Area F) LATN 2002 LATN 3010</p> <p>Four 4000-level LATN courses</p> <p>Major Electives - 12-15 hours Four or five 3000-level or above courses, in any combination, in CLAS, GREK, or LATN, or courses in ANTH, ARHI, CMLT, HIST, LING, PHIL that have a significant component dealing with the ancient</p>	<p>Major Requirements (63 hours)</p> <p>Required Courses - 54 hours ELAN 4530 ELAN 4531 ELAN 5540 ELAN 5550 ELAN 5560 (15 hours) SPED 2000</p> <p>Five 4000-level LATN courses Nine hours of 3000/4000-level CLAS, GREK, and/or LATN courses</p> <p>Major Electives - 0 hours</p>	<p>Major Requirements (60 hours)</p> <p>Major Required Courses - 48 hours ELAN 4530 ELAN 4531 ELAN 5540 ELAN 5550 ELAN 5560 (15 hours) SPED 2000</p> <p>LATN 3010, five 4000-level LATN courses</p> <p>Major Electives – 12 hours Four 3000-level or above courses, in any combination, in CLAS, GREK, or LATN,</p>

<p>Greco-Roman world and are approved by the Classics Department, or up to 6 hours of 1000/2000-level Greek.</p> <p>General Electives - 27 hours (Refer to College-wide requirements when selecting general electives.) Upper division (12-18 hours) Any level (9-15 hours)</p> <p>120 hours total</p>	<p>General Electives - 9 hours (any level)</p> <p>123 hours total</p>	<p>or courses in ANTH, ARHI, CMLT, HIST, LING, PHIL that have a significant component dealing with the ancient Greco-Roman world and are approved by the Classics Department. The twelve hours can include up to 6 hours of 1000/2000-level Greek.</p> <p>General Electives- none</p> <p>120 hours total</p>
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**Check Sheet for Dual Degree Program
A.B. Latin
B.S.Ed. Foreign Language Education (Latin Emphasis)**

Name _____ ID# _____

Core (60 hours)

Area A (9 hours):

- _____ ENGL 1101
 _____ ENGL 1102 (or 1102M, recommended to satisfy A&S Multicultural Requirement)
 _____ MATH 1101

Area B (4-5 hours):

- _____ LATN 1001 (or LATN 1002, if LATN 1001 exempted) (recommended)

Area C (6 hours):

Students may select one course from the Fine Arts list and one from the Humanities list, or students may select two courses from different departments in the Humanities list.

- _____ Humanities/Fine Arts Requirement (LATN 1002, if not taken in Area B, or CLAS 1010 recommended; CLAS 1010 satisfies the A&S Literature requirement)
 _____ Humanities/Fine Arts Requirement (one from the following list recommended, in order to fulfill one of two courses required for A&S Fine Arts/ Philosophy/ Religion requirement: ARHI 2100, ARTS 2000, ARTS 2050, DANC 2010, DRAM 2000, DRAM 2120, DRAM 2130, MUSI 2020, MUSI 2040, MUSI 2060, MUSI 2080; LING 2100, PHIL 1000, PHIL 1500, PHIL 2200, PHIL 2400, RELI 1001, RELI 1002, RELI 1003, RELI 1006, RELI 2004, RELI (AFAM) 2005)

Area D (10-11 hours)

- _____ Biological Science (will also satisfy A&S Biological Sciences requirement)
 _____ Physical Science (will also satisfy A&S Physical Sciences requirement)
 _____ Corresponding Lab for ONE of the above
 _____ Approved math, science, or technology class

Area E (12 hours):

Four courses from at least two departments

- _____ Social Science (HIST 2111 or HIST 2112 recommended, unless the United States and Georgia History requirement is satisfied by examination; if not HIST 2111 or HIST 2112, one from the following list recommended: HIST 2051, HIST (AFST) 2052, HIST 2221, HIST 2222, HIST 2301, HIST 2302, HIST (AFST) 2501, HIST 2502, HIST 2601, HIST 2602, HIST 2701, HIST 2702; this will satisfy the A&S History requirement)
 _____ Social Science (POLS 1101 recommended, unless the United States and Georgia Constitution requirement is satisfied by examination; if not POLS 1101, one course from the following list recommended, to satisfy one of the two courses required for A&S Social Sciences other than History requirement: AFAM 2000, ANTH 1102, GEOG 1101, GEOG 1103, PSYC 1101, SOCI 1101, SOCI 2600, SOCI (AFAM) 2020, SOCI (AFAM) 2820, WMST 1110, WMST 1110D)
 _____ Social Science (CLAS (ANTH) 2000 recommended; this will satisfy one of the two courses required for A&S Social Sciences other than History requirement)
 _____ Social Science (one from the following list recommended, if not taken above, to meet the University Cultural Diversity/ A&S Multicultural Literacy requirement: AFAM 2000, AFAM (SOCI) 2020, AFAM (SOCI) 2820, GEOG 1103, HIST 2051, HIST (AFST) 2052, WMST 1110)

Area F (18 hours):

- _____ LATN 2001 (this satisfies the A&S Foreign Language requirement)
 _____ LATN 2002
 _____ CLAS 1020/CLAS 1020H (this satisfies the A&S Literature requirement)

- _____ EFND 2030
- _____ EPSY 2020
- _____ SPCM 1100 or SPCM 1500

Entrance Requirements to the College Of Education

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Entrance requirements:

- _____ Completion of Core Area A-E
- _____ Passing score on Praxis I
- _____ Overall GPA of 2.6
- _____ Overall GPA of 3.0 for all courses in Area F
- _____ Submission of a resume that documents experiences working with young people; work experience that is relevant to a career in teaching; experiences related to foreign language study and teaching; special skills and abilities relevant to a career in teaching foreign languages; three references
- _____ Submission of a statement of purpose

Major Requirements (60 hours):

Major Required Courses (48 hours)

- _____ ELAN 4530
- _____ ELAN 4531
- _____ ELAN 5540
- _____ ELAN 5550
- _____ ELAN 5560 (15 hours)
- _____ SPED 2000

- _____ LATN 3010
- _____ LATN 4xxx
- _____ LATN 4xxx
- _____ LATN 4xxx
- _____ LATN 4xxx
- _____ LATN 4xxx

Major Elective Courses (12 hours)

Note that most 3000-level courses have lower-division prerequisites; for example, ARHI 2100, LING 2100, and PHIL 1000, recommended under Area C, are prerequisites to the 3000-level courses approved under major electives.

- _____ 3000-level or above course in CLAS, GREK, or LATN; OR, 3000-level or above course in ANTH, ARHI, CMLT, HIST, LING, PHIL, RELI that has a significant component dealing with the ancient Greco-Roman world and is approved by the Classics Department; OR 1000/2000-level course in GREK
- _____ 3000-level or above course in CLAS, GREK, or LATN; OR, 3000-level or above course in ANTH, ARHI, CMLT, HIST, LING, PHIL, RELI that has a significant component dealing with the ancient Greco-Roman world and is approved by the Classics Department; OR 1000/2000-level course in GREK
- _____ 3000-level or above course in CLAS, GREK, or LATN; OR, 3000-level or above course in ANTH, ARHI, CMLT, HIST, LING, PHIL, RELI that has a significant component dealing with the ancient Greco-Roman world and is approved by the Classics Department
- _____ 3000-level or above course in ARHI, PHIL, RELI that has a significant component dealing with the ancient Greco-Roman world and is approved by the Classics Department (this will fulfill one of two courses required for A&S Fine Arts/ Philosophy/ Religion requirement)

Appendix D: Dual Degree Spanish /Foreign Language Education (Spanish Emphasis)

Current Spanish (A.B.) Semester Degree Requirements	Current Spanish Emphasis Requirements B.S.Ed.	Proposed Dual Degree Requirements B.A. / B.S.Ed.
<p>Semester Core Curriculum</p> <p>Areas A (9 hours-essential skills)</p> <p>Area B (4 hours—institutional options)</p> <p>Area C (6 hours--Humanities/Fine Arts)</p> <p>Area D (10-11 hours—Science, Math, and Technology; one course with lab and one without. One biological science and another must be a physical science. Choose the third class from the list of approved math, science, or technology courses.</p> <p>Area E: (12 hours—Social Sciences—four courses from approved list with at least two departments represented.)</p> <p>Area F - Courses Related to Major (18 hours)</p> <p>SPAN 2001 SPAN 2002 LING 2100</p> <p>Choose nine hours from the following:</p> <p>AFST(ANTH)(CMLT)(GEOG)(HIST) (SOCI) ARHI ITAL CLAS MUSI PHIL PORT RELI DRAM ENGL ROML SPAN WMST SPAN 1001, 1002 FL 1000/2000</p> <p>Major Requirements (60 hours)</p> <p>Required Courses - 30 hours SPAN 3010 SPAN 3030 SPAN 3050 SPAN 4010</p>	<p>Semester Core Curriculum</p> <p>Area A: Same requirements</p> <p>Area B (4 hours—inst. options)</p> <p>Area C: Same requirements</p> <p>Area D: Same requirements</p> <p>Area E: Same requirements</p> <p>Area F - Courses Related to Major (18 hours)</p> <p>EFND 2030¹ EPSY 2020² SPCM 1100 or SPCM 1500³ ¹Foundations ²Psychology ³Speech Communications</p> <p>Major Requirements (60 hours)</p> <p>Required Courses - 51 hours SPAN 3050 SPAN 4010 SPAN 4650 Choose one course from:</p>	<p>Semester Core Curriculum</p> <p>Area A: Same requirements</p> <p>Area B: Recommended: ROML 2550 + First year Seminar</p> <p>Area C: Recommended: LING 2100 and SPCM 1100 or SPCM 1500</p> <p>Area D: Same requirements</p> <p>Area E: Recommended: POLS 1101, HIST 2111 or 2112, and CLAS(ANTH) 2000 + another course from the list.</p> <p>Area F - Courses Related to Major (18 hours)</p> <p>SPAN 2001* SPAN 2002 * EFND 2030 EPSY 2020 LING 2100** SPCM 1100 or APCM 1500** * Students who satisfy these courses through AP or other placement, should begin the major sequence (SPAN 3010, 3030, 3050) ** If these are taken to satisfy Area C, students may choose from approved courses listed.</p> <p>Major Requirements (60 hours)</p> <p>Required Courses -60 hours SPAN 3010 SPAN 3030 SPAN 4010 SPAN 4090*</p>

<p>Choose two courses from the following: SPAN 4040 SPAN 4050 SPAN 4060 SPAN4070</p> <p>Choose four courses from the following: SPAN 4040 SPAN 4050 SPAN 4060 SPAN 4070 SPAN 4080 SPAN 4081 SPAN 4082 SPAN 4120 SPAN 4150 SPAN 4250 SPAN 4650 SPAN 4651</p> <p>General Electives - 30 hours</p> <p>(Refer to College-wide requirements when selecting general electives.) Upper division (9 hours) Any level (21 hours)</p> <p>Total hours required 120</p>	<p>SPAN 4080 or SPAN 4120 Choose 3 courses from the following: SPAN 3030, 4040, 4050, 4060, 4070 = 27 hours</p> <p>ELAN 4530, 4531, 5540, 5550 ELAN 5560 (15 hours) SPED 2000 = 30 hours</p> <p>General Electives – 6 hours Any level</p> <p>Total hours required 123</p>	<p>*Service Learning course that carries one hour of credit—may be repeated. (10-12 hours)</p> <p>Choose 2 courses from SPAN 4040, 4050, 4060, 4070 (6 hours)</p> <p>Choose four courses from: SPAN 4080, 4081, 4082, 4120, 4150, 4250, 4650, 4651 (12 hours)</p> <p>ELAN 4530, 4531, 5540, 5550 ELAN 5560 (15 hours) SPED 2000 = 30 hours</p> <p>General Electives: 3 hours of upper division courses Recommended: Spanish Immersion program in country or abroad.</p> <p>Total hours required 120</p>
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**Check Sheet for Dual Degree Program
A.B. Spanish
B.S.Ed. Foreign Language Education (Spanish Emphasis)**

Name _____ ID# _____

Core Curriculum (60 hours)

Area A (9 hours)

___ ENGL 1101 ___ ENGL 1102 ___ MATH 1101

Area B (4-5 hours)

___ ROML 2550 (recommended to satisfy multicultural requirement)
___ First-year seminar recommended

Area C (6 hours)—Humanities/Fine Arts

___ Fine and Performing Arts/Philosophy/Religion
___ SPCM 1100 or SPCM 1500 (recommended)

Area D (10-11 hours)—Science, Math, Technology

___ Biological Science (will also satisfy A&S Biological Sciences requirement)
___ Physical Science (will also satisfy A&S Physical Sciences requirement)
___ Corresponding LAB for ONE of the above
___ Approved Math, Science or Technology Class

Area E (12 hours)—Social Sciences (from at least two different departments)

___ POLS 1101 (recommended, unless the United States and Georgia constitution requirement is satisfied by examination)
___ HIST 2111 or 2112 (recommended)
___ CLAS (ANTH) 2000 (recommended)
___ One more Social Science from approved list

Area F (18 hours)

___ SPAN 2001
___ SPAN 2002
___ EFND 2030
___ EPSY 2020
___ LING 2100

___ PE requirement

Entrance Requirements to the College Of Education

Enrollment in the College of Education does not constitute admission as a candidate for a degree in teacher education or professional certification in other professional fields. Each student who seeks a professional teaching degree or professional teacher certification must apply for admission to Teacher Education through the College's Educational Field Experience Office, 315 Aderhold Hall.

Entrance requirements:

___ Completion of Core Area A-E
___ Passing score on Praxis I
___ Overall GPA of 2.6
___ Overall GPA of 3.0 for all courses in Area F
___ Submission of a resume that documents experiences working with young people; work experience that is relevant to a career in teaching; experiences related to foreign language study and teaching; special skills and abilities relevant for a career in teaching foreign languages; three references
___ Submission of a statement of purpose

Major Requirements (60 hours)

(10 hours)

___ SPAN 3030

___ SPAN 4010

___ SPAN 3010

___ SPAN 4090 (Service Learning Course; 1 hours credit; may be repeated) (Satisfies early experiences requirement)

Choose 2 courses (6 hours) from:

___ SPAN 4040

___ SPAN 4050

___ SPAN 4250

___ SPAN 4060

___ SPAN 4070

___ SPAN 4651

Choose four courses (12 hours) from:

___ SPAN 4080

___ SPAN 4081

___ SPAN 4082

___ SPAN 4120

___ SPAN 4150

___ SPAN 4650

Required (30 hours):

___ ELAN 4530

___ ELAN 4531

___ ELAN 5540

___ ELAN 5550

___ SPED 2000

___ ELAN 5560 (15 hours)

General Electives: 3 hours (Recommended Spanish Immersion Program in-country or abroad)

Appendix E. Student Learning Outcomes and Assessment Measures for Foreign Language Dual Degree Programs.

For French and Spanish

A. Learning Outcomes

Students majoring in French, Italian, Spanish, or Romance Languages will have the opportunity to explore the language, literature and culture of one or more target countries. Students in French and Spanish will receive instruction in the language, literature and culture of more than one target country. Students in Romance Languages will receive instruction in two languages and in the literature and culture of two or more countries.

Specifically, upon graduation, students should be able to:

- 1) Read and interpret sophisticated texts in a target language
- 2) Write a term paper in a target language displaying analytical skills and research skills appropriate to the discipline
- 3) Speak and understand educated speakers in one or more target languages
- 4) Demonstrate knowledge of the language, literature and culture of one or more target countries

B. Assessment Methods

The following assessment methods will be used to measure the extent to which the department is accomplishing its learning outcomes:

- 1) **Exit Interview:** The Exit Interview will be administered by members of the regular faculty and conducted in one of the target languages. This interview will help determine a student's proficiency in the language, literature and culture of a target country. In particular, the Exit Interview should indicate whether or not a student:
 - i) has knowledge of more than one aspect of the language, literature and culture of a target country
 - ii) is able to recall specific material of past coursework and explain it in a target language
 - iii) has achieved proficiency in the language
 - iv) has achieved a level of proficiency needed for admission to graduate studies in the student's major area (not a required outcome, but a possible measure of success)
 - v) has had the opportunity to study abroad (not a required outcome, but a desirable one)
- 2) **Student Questionnaire:** Students complete an anonymous questionnaire and return it to their major language advisor. The questionnaire solicits information on the student's perceived proficiency in language, literature, linguistics and culture, and on his or her perceived ability to conduct research.
- 3) **Independent Faculty Assessment:** Individual members of the faculty identify problems or suggest improvements to the major programs of study based on their experience in the classroom. Faculty Assessment covers program-of-study-related agenda items submitted to the Steering Committee. When appropriate, the Steering Committee places submitted items on the agenda for general faculty discussion. This is one of our most effective tools for improving our major programs of study.
- 4) **Student Writing Samples:** [This measure is under consideration. The Outcomes Assessment Committee proposes the examination of student writing samples in order to measure each student's ability to write term papers using analytical skills and research skills appropriate to the discipline.]
- 5) **Miscellaneous Materials:** Collected Materials include ad hoc reports, statistics, printed materials and other information that can be used to assess a major program of study. Individual data in this category may not be available for consideration more than once.

For German

Students will demonstrate oral and written proficiency in the language and will possess a general knowledge of the target culture and literature. It is expected that they will be able to function at the Intermediate High Level as defined in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). Majors in the Department of Germanic and Slavic Languages will be able to use the skills and knowledge that they have acquired in various academic and professional spheres, such as careers in language teaching, international business, the military or the Foreign Service, as well as graduate study in literature or linguistics.

Assessment Plan:

1. A written test taken at Clarke Howell Hall

German: the standardized Wisconsin exam
2. A 15-20-minute oral exam

German: a 3-person committee administers the exam
3. An anonymous 5-page questionnaire over the department's curriculum, the student's course of study, and his/her evaluation of the overall program.

Questions are specific resp. to the German program
4. A senior project. – At this time, the senior project applies only to the German program and is tied into the Senior Seminar (GRMN 4520). All graduating majors are required to take the seminar and to develop a project (e.g., a research paper or an interdisciplinary presentation) and present it formally at a gathering of the German faculty.
5. A descriptive overview of the student's general performance and readiness, written by the student's departmental mentor. The description – not an evaluation per se – is to be based on combined information from the DARS sheet and personal contact with and knowledge of the complete student. We will implement this part when our mentoring program has moved successfully to individual faculty mentoring groups (6-8 majors each). Presently, we have decided that mentoring is working better in plenary form.
6. Senior portfolio.

For Latin

Majors in the A.B. program in Latin should have the ability to read, comprehend, translate, analyze, and discuss Latin texts. They should also be familiar with the major works of Latin literature and have a general knowledge of the history and culture of the classical Roman world. In addition students should develop the analytical and expressive skills to be able to write clearly and concisely on subjects within the field.

A. Student Learning Outcomes

1. Students should have a knowledge of the fundamental outlines of the history of Latin literature.

2. Students should have a knowledge of the historical and cultural contexts of particular works of Latin literature.
3. Students should have the skills to read, translate, understand, and interpret written documents and works of literature in ancient Latin where relevant, as well as in English translation.
4. Students should have the ability to communicate in spoken and written form on subjects in the discipline, with adequate clarity and complexity for the relevant audience.
5. Students should have the ability to read and think critically in the discipline.

B. Assessment Measures

Faculty Assessment

1. Annual assessment course:
Each Latin major student, with the advice and consent of his/her faculty mentor, will designate one 4000 level course from the major required courses (i.e., LATN 4000 courses) as a course for assessment each academic year. Each designated course will include a significant writing component in order to enable the department to assess student outcomes nos. 4 and 5. Tests and paper(s) in the designated course will be submitted to the Undergraduate Curriculum Committee, which will read the materials and evaluate student learning outcomes at the end of each academic year.
2. Course-embedded assessment:
In some Latin courses, a diagnostic test will be administered at the beginning and end of the course, consisting of the same passage to be translated, to evaluate reading and translation skills.
3. Tests:
The department will administer national exams in the discipline, such as the National Latin Examination or other available examinations, to all students in Latin courses at the appropriate level.

Student and Alumni Assessment

1. Assessment questionnaires will be distributed to all majors at the time the major is declared and again at the exit interview.
2. Graduating Seniors will have an interview with the Undergraduate Coordinator. At this time the Undergraduate Coordinator will complete the Senior Assessment Form. The purpose of having a formal oral interview is to guarantee a larger pool of information than is normally obtainable through voluntary written evaluations.
3. At the end of the above interview the Undergraduate Coordinator will give the student a second Senior Assessment Form which the student may or may not elect to complete. The purpose of this form is to give the student the opportunity to express opinions that she/he might have been unwilling to express to the Undergraduate Coordinator.
4. The department will distribute an Alumni Assessment Form to survey alumni five years after their graduation. Where feasible the questionnaire will be supplemented by a personal or telephone interview.

All information gathered through this process shall be used strictly for the purpose of departmental self-evaluation. In all cases of student and alumni assessment the greatest possible confidentiality shall be observed.

Under no circumstances will student and alumni assessment materials become part of a student's permanent dossier.

For Foreign Language Education

I. Development of Student Learning Outcomes

In preparing for the last NCATE/PSC review the members of the TAL (Teaching Additional Languages) faculty revised the student learning outcomes for the certification programs in French, German, Latin, and Spanish. The student learning outcomes (listed below in Section II) were organized around the following major areas which we believe underscore and lie at the heart of innovative foreign language teaching practices for the 21st century:

- Knowledge of the linguistic system, culture, and literature of the target language;
- American education and special needs students;
- Theories of communication and learning theories for children and adolescents;
- Historical foundations of American education and recent curricular developments relating specifically to the pedagogy of teaching additional languages and literatures;
- Knowledge of methods, techniques, strategies, and approaches for teaching additional languages;
- A repertoire of procedures and methods for assessing student learning;
- The use of media and technology in second language instruction;
- Professional growth and becoming a competent consumer and producer of educational research.

We based these student learning outcomes on the following: 1) our discussions and deliberations about what we wanted our students to learn in order to become highly effective foreign language teachers; 2) the *Program Standards for Foreign Language Teacher Preparation*, published and developed jointly by the American Council on the Teaching of Foreign Languages and the National Council for Accreditation for Teacher Education in 2003; 3) the *Georgia Quality Core Curriculum for Modern and Classical Languages*, revised in 2002; and 4) the *Bridge, an Induction Design for Georgia Educators*, developed in 2002 by the Georgia Systemic Teacher Education Program.

We chose the multiple assessment measures listed below in Section III to determine the extent to which our students reach the designated learning outcomes; for in the complex process of becoming an effective foreign language teacher, we felt that multiple assessment measures were needed in order to do justice to a new teacher's progress toward excellence.

II. Student Learning Outcomes for your program.

The B.S.Ed. candidates in French, German, Spanish, and Latin will:

1. Acquire strong interpersonal, interpretive and presentational skills and abilities in the foreign language.
2. Acquire a strong foundation in historical and contemporary literature and culture and in language analysis that includes knowledge of grammar (including phonology, morphology, and syntax), language variation, dialects, etc. in the foreign language.
3. Develop knowledge of important issues, trends, laws, programs, and policies in American education; theories and ideas about child and adolescent development and learning; and pedagogical implications for working with students with special needs.
4. Develop a base of knowledge of theories of communication and of second and foreign language and literacy development, as well as applicable learning theories and information about children and adolescents.
5. Understand the historical foundations of our educational system and foreign language education including more recent developments, such as the Foreign Language Standards and the Georgia Quality Core Curriculum for foreign languages.
6. Acquire skills needed for planning and conducting instruction in the foreign language that is meaningful to their students, incorporates various methods, techniques and strategies for developing

students' interpersonal, interpretive and presentational skills, and that encourages their active engagement in learning.

7. Develop a repertoire of methods for assessing student learning; meeting the needs of students with diverse social, cultural, and linguistic backgrounds; creating and communicating high expectations for all students; developing effective teacher-student and student-student relationships; and handling classroom management.
8. Demonstrate the ability to effectively plan, monitor, reflect on and revise approaches to solving problems and making decisions about teaching and learning in the classroom.
9. Demonstrate facility with instructional materials, technology, media, and other resources for teaching a foreign language in grades K-12.
10. Demonstrate the ability to seek out educational research on teaching and learning, and to identify opportunities for professional growth.

III. Assessment methods

1. Professors in the College of Arts and Sciences handle initial assessment of Expected Results for Learning Outcomes 1 and 2 (cf. II.1 and 2 above). In addition, prerequisites for admission to the major constitute both qualitative and quantitative assessment measures. Students are required to receive an overall GPA of 2.6.
2. Professors of courses in educational foundations (EFND 2030), educational psychology (EPSY 2020), and special education (SPED 2000) in the College of Education handle the assessment of Expected Results for Learning Outcome 3 (cf. II.3 above). Students are required to receive an overall GPA of 2.6.
3. Assessments of the learning outcomes 4 – 10 (cf. II. 4 – 10 above) are made by the foreign language education instructors and mentor teachers through the students' successful planning and teaching during their course work, field work, and the student teaching internship undertaken during the senior year. A variety of assessment measures, described below, are used to evaluate student learning.
 - Students are required to complete a series of observations and interviews in elementary, middle and high schools as part of the course work in ELAN 4530, Foreign Language Curriculum and Methodology in the Elementary and Middle Schools; 4531, Foreign Language Curriculum and Methodology in the Secondary School; 5540, Establishing Learning Communities in the LOTE (Languages Other than English) Classroom; and ELAN 5550, Field-Based Practicum in Foreign Language Education. They record and reflect upon their observations, interviews, and experiences and subsequently include them in portfolios they create about their teaching experiences. The portfolios are evaluated by the teaching staff.
 - Students engage in micro-teaching experiences in elementary, middle, and high school classrooms. They are given comments and constructive criticism from the teaching staff and their peers to help them improve their teaching practices. They also reflect on and assess their own performances using video-taped performances of their micro-teaching experiences in ELAN 4530 and ELAN 4531.
 - Students engage in student teaching full-time for 13 weeks with a public school foreign language teacher. Their teaching performances are assessed once a week by their cooperating teachers using an observation rubric created by university teaching staff and the cooperating teachers. In addition to the observation rubric, the student teachers, together with their cooperating teachers and university supervisors, sign a 'Statement of Expectations' before beginning the 13-week practicum in which the expectations for attendance and daily performance are laid out. The contract is also used to evaluate student performance on a weekly basis.