

Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 * Fax: (517) 373-0542**

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

I. Application Information	
Institution	Northern Michigan University
MDE Endorsement Area and Code (from Application Attachment 2)	French (FA), German (FB), Spanish (FF)
Date of this Application	10 February 2007, amended July 2007
Name and Title of Unit Head	Rodney Clarcken, Interim Director, School of Education
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Tim Compton, Department Head
Contact Person's Phone Number	(906) 227-1107
Contact Person's Fax Number	(906) 227-2533
Contact Person's E-Mail Address	tcompton@nmu.edu

III. Type of Request for Approval	(Indicate One)
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	X
Experimental program	
Program amendment (See Section IX for guidelines)	

IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Tim Compton/ Dept Head	Spanish/ Language Methods	Modern Languages and Literatures, Northern Michigan University, Marquette, MI 49855	tcompton@nmu.edu	(906) 227- 1107	(906) 227- 2533

V. Program Information

Program Summary

Prepare a program narrative (*5-6 page maximum*) which:

- Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.

Philosophy: The Language Education program at Northern Michigan University prepares prospective French, German, and Spanish teachers for the K-12 schools of Michigan. Prospective teachers need excellent communication skills in their target language, so we require that they achieve the Advanced Low level of competence using ACTFL indicators in speaking, listening, writing, and reading. Prospective teachers also need understanding of and a feel for the target culture, so we require coursework in culture and literature, and strongly encourage study abroad. Finally, prospective teachers need to have tools to successfully teach the target language, so they must take a linguistics course, a methods course, get practice in teaching, and receive mentoring and feedback in those practice teaching experiences.

This philosophy is in harmony with the vision (philosophy) statement of the NMU Professional Education Unit, which... “requires that teacher education candidates demonstrate knowledge, skills, and dispositions to assure teaching and to support the learning of **all** students.” It is also in harmony with the Unit’s Conceptual Framework statement, derivatives 1 (Habits of Judgment and Development of Character, which calls for “professional competence and subject expertise”), 2 (Education and Artistry--states that educators “carefully select strategies, content and professional practices” and “attain goals with a minimum of unnecessary activity”), and 3 (Subject Matter Content and Pedagogy--among other things, this derivative describes learning environments in which candidates and faculty “thoroughly address central ideas of a topic or discipline to explore connections and relationships, thereby enacting a process of complex, deepening questioning and understanding.”)

Rationale: The new requirement that all high school students in the state of Michigan take two years of language study speaks for itself. We want those students to study with effective teachers, and we are committed to help produce them! The new requirement reflects an

increasing understanding that language skills and cultural sensitivity is an invaluable asset to the up and coming generation in the United States and in the international arena. We produce teachers who will help future students to understand these crucial principles and will help them to rise to future opportunities.

This rationale is in harmony with the Unit's Conceptual Framework statement, derivatives 1 (Habits of Judgment and Development of Character--pertinent statements include developing "sensitivity to issues of racism, sexism, homophobia, disability, and other forms of discrimination," developing high "standards of care and concern for individuals"), 2 (Education as Artistry--states that educators "appreciate the value of diversity in expanding their personal vision of reality and possibility" and "draw on diverse cultural elements in crafting their practice"), and 4 (Race, Culture, and Social Justice--cites the value of acknowledging "the credibility of cultural differences" and "embraces diversity and an inclusive, respectful view of racial and cultural pluralism").

Objectives: Teacher candidates must obtain ACTFL Advanced Low proficiency in speaking, writing, listening, and reading, must prove that they are able to teach their language using sound pedagogical practices, must prove that they can assess student progress using sound assessment principles and practices, and must pass the Michigan Subject Matter Test in their target language.

These objectives are in harmony with the Unit's Conceptual Framework statement, derivatives 1, 2 and 3, as stated above under "Philosophy," as well as 5, which speaks to the appropriate use of technology.

- Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.

With regard to subject mastery, all language teaching candidates achieve a level of mastery in their language before entering the program. All programs require a course (FR/GR/SN 300) which focuses on developing reading skills through much more extensive readings than those to which they had previously been exposed. This course also develops the other skills (writing, listening, speaking), but also provides significant cultural content through authentic text analysis. All programs also require a conversation course (FR/GR/SN 305) which focuses primarily on speaking skills, but also on the other skills and incorporates cultural understanding through authentic texts and movies. All programs require an advanced grammar and composition course (FR/GR/SN 400), which obviously focuses primarily on writing skills. All programs require a culture class or several culture classes which provide/s an overview of national cultural products (literature, art, historical accomplishments), and to a lesser extent national cultural practices. In French, teacher candidates take FR 310) with non-French speakers, so the language of instruction is English, but French teacher candidates must do extensive work (reading and writing assignments) in French to receive credit toward their French program. In German, teacher candidates take GR 310 for 3 credits, which is similar to FR 310, but they also take GR 410 for 1 credit (a course taught entirely in German) simultaneously to receive credit

toward their German teaching minor. Spanish culture courses (SN 310 and SN 312) are taught in Spanish. Elective courses focus on cultural products, but develop the four skills and include a look at cultural practices as well. Methods of inquiry are introduced in all courses, but particularly in 310/312/400, and elective courses.

All Language Teaching Candidates take an Introduction to Linguistics course (LG 340) to help them understand and be able to explain the building blocks and underpinnings of language and to make comparisons between languages. The Methods course (LG 350) introduces candidates to key theory in language acquisition, state and national standards, and concepts in assessment. It forces candidates to start teaching and allows supervising faculty to monitor and mentor candidates. Methods of inquiry regarding language teaching are also an important part of this course. All majors student teach in their major and minors usually do, providing further opportunity to mentor and check for competence.

All Language Teaching Candidates (and in fact all NMU teaching candidates) take a course in the use of technology in teaching (ED 483) in which the assignments require work in the major and minor areas. As a "Laptop University," all students and faculty have computers which are used extensively. Hence, faculty model appropriate uses of technology in many courses and candidates use technology extensively before certification.

- Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.

In the language methods course (LG 350), a variety of instructional approaches are presented and candidates prepare and deliver microlessons using these approaches. As candidates prepare lesson plans they take into account learning styles and personality types and diverse learner needs. These activities continue as candidates student teach.

- Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable.

The vast majority of our language teacher preparation program does not differentiate between elementary and secondary methods. On the surface, candidates at both the secondary and elementary levels take the same courses. However, candidates teach their microlessons in LG 350 at the target grade level, field placements happen at the target grade level, as the methods class attends professional conferences candidates are encouraged to attend sessions appropriate to their certification level, reports on materials and resources focus on the certification level, and candidates focus on their certification level for standards application.

- Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.

Global perspectives lie at the heart of the vast majority of what we teach.

	<p>Our culture classes, our literature classes, and even our language classes are filled with perspectives from all over the globe.</p> <p>We make sure to include women writers and cultural figures in our culture and literature courses.</p> <p>Culture and literature courses address multicultural issues of race, ethnicity, sexual orientation, immigration, and religion.</p> <ul style="list-style-type: none"> • Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area. <p>Language teaching candidates at NMU are exposed to different methods of assessment as they take courses from a variety of instructors and as they take different types of courses. They see further methods of assessment as they have field experiences and see master teachers at work.</p> <p>The methods course includes a section on assessment. Candidates are introduced to multiple methods of assessment, see numerous examples, place their prior experiences with assessment into perspective, and design assessment strategies to go with their microlessons.</p>
<p>Program Coursework</p>	<p>Complete Application Attachment 3 showing the required and elective courses for this program. This list should include the following information.</p> <ul style="list-style-type: none"> • Contact person for specialty program. • Course title and number. • Number of semester hours for required and elective courses. • Designation for elementary, secondary, or K-12 certification. • Course descriptions. <p>Please refer to the Quick Reference Chart at http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF for available program options and required semester hour minimums.</p>

Summary of Course Requirements for Specialty Program

Institution: Northern Michigan University

Date: 10 February
2007, Revised
July 2007

Specialty Program: French

Program Standards: Standards for the Preparation of Teachers of World Language, Bilingual Education, and English as a Second Language

Standards Date: July 13, 2004

Program Contact Person(s): Tim Compton

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

CODE: R = Required Course
E = Elective Course

**Course exists, has been proposed as a requirement for the adapted French curriculum.

***Course has been proposed, and has been proposed as a requirement for the adapted French curriculum.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
Reading and Writing	FR 300	4.0		R	R	R		
Conversational French and Phonetics	FR 305	4.0		R	R	R		
Introduction to French Civilization and Culture**	FR 310	4.0		R	R	R		
Advanced French Composition and Grammar	FR 400	4.0		R	R	R		
Introduction to Linguistics***	LG 340	2.0		R	R	R		
Methods and Materials in Teaching Language Education	LG 350	4.0		R	R	R		
Survey of French Literature from the medieval Period to the 17 th Century	FR 361	4.0		E	E	E		
Survey of French Literature of the 18 th and 19 th Centuries	FR 362	4.0		E	E	E		

Survey of French Literature of the 20 th Century	FR 363	4.0		E	E	E		
18 th Century French Literature	FR 426	4.0		E	E	E		
20 th Century French Novel	FR 428	4.0		E	E	E		
Cultural and Artistic Heritage of Europe	FR 438	4.0		E	E	E		
Special Topics in French	FR 495	4.0		E	E	E		
Total number of SEMESTER HOURS <i>required</i> for each option offered:				26.0	38.0	26.0		

Please see bulletin descriptions for these courses in section VII, below.

Summary of Course Requirements for Specialty Program

Institution: Northern Michigan University

Date: 10 February
2007

Specialty Program: German

Program Standards: Standards for the Preparation of Teachers of World Language, Bilingual Education, and English as a Second Language

Standards Date: 13 July
2004

Program Contact Person(s): Tim Compton

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

CODE: R = Required

**Courses exist, have been proposed as requirements for the adapted German curriculum.

***Course has been proposed.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
German Reading and Writing	GR 300	4.0		R		R		
Conversational German	GR 305	4.0		R		R		
Introduction to German Civilization and Culture**	GR 310	3.0		R		R		
Advanced German Composition and Grammar	GR 400	4.0		R		R		
Advanced German Civilization and Culture**	GR 410	1.0		R		R		
Methods and Materials in Teaching Language Education	LG 350	4.0		R		R		
Special Topics in German	GR 495	4.0		R		R		
Introduction to Linguistics***	LG 340	2.0		R		R		

Total number of SEMESTER HOURS <i>required</i> for each option offered:		26.0		26.0		
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Please see bulletin descriptions for these courses in section VII, below.

Summary of Course Requirements for Specialty Program

Institution: Northern Michigan University

Date: 10 February
2007, revised
July 2007

Specialty Program: Spanish

Program Standards: Standards for the Preparation of Teachers of World Language, Bilingual Education, and English as a Second Language **Standards Date:** July 13, 2004

Program Contact Person(s): Tim Compton

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

CODE: R = Required Course
E = Elective Course

***Course has been proposed, and has been proposed as a requirement for the adapted Spanish curriculum.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
Reading and Writing	SN 300	4.0		R	R	R		
Conversational Spanish	SN 305	4.0		R	R	R		
Introduction to Spanish Civilization and Culture	SN 310	4.0		R	R	R		
Introduction to Spanish America	SN 312	4.0		R	R	R		
Advanced Spanish Composition and Grammar	SN 400	4.0		R	R	R		
Methods and Materials in Teaching Language Education	LG 350	4.0		R	R	R		
Introduction to Linguistics***	LG 340	2.0		R	R	R		
Masterpieces of the Golden Age of Spanish Literature	SN 425	4.0			E			
20 th Century Literature of Spain	SN 428	4.0			E			
20 th Century Literature of Spanish-America	SN 429	4.0			E			

Special Topics in Spanish	SN 495	4.0			E			
Total number of SEMESTER HOURS <i>required</i> for each option offered:				26.0	38.0	26.0		

- NOTES: 1. Although 26.0 hours are required for the Spanish minors, only 20.0 are taught in Spanish.
2. The NMU Bulletin does lists LG 350 with other required Education courses for Spanish Education majors, so in the Bulletin, once the linguistics course is approved, it will look as if the major has only 34.0 credits. Of those, 32.0 are taught in Spanish.
3. SN 495, Special Topics in Spanish, is a variable topic course. In the last five years, courses have been taught with the following titles: Mexican Theatre, Latin American Cinema, Mexican Historical Theatre, Hispanic Women Writers,

Please see bulletin descriptions for these courses in section VII, below.

VI. Content Guidelines/Standards Matrix

Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 4); appropriate program standards must be selected for each program:

- Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html
- A list of standards to use for each specialty program can be found at http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc

Please see the “Content Guidelines/Standards Matrices” Links for French, German, and Spanish.

VII. Supporting Documentation

Field Experiences

- Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools.

The teacher education program at Northern Michigan University includes two phases of educational experiences which include field experiences in K-12 schools.

The Phase I stage, at both the elementary and secondary levels, is characterized by the student's choosing to become a teacher based on observation and reflection opportunities in K-12 settings and a learning community in university courses.

Phase I field experiences introduce role orientation and conceptualization. In role orientation (ED 201/301), the student learns what becoming a teacher requires and is introduced to the profession of teaching. Field experiences at this stage involve visits to schools and classrooms to observe the nature of schooling and teaching to get a general knowledge of the role of the schools, classrooms and teachers.

Field experiences designed to develop role conceptualization (Ed 230/231) include observing and working with children in classrooms to understand them better and opportunities to work with schools and teachers to develop an understanding of their functioning and duties. These objectives are accomplished through 30 hours of study of children, classrooms and teachers and assisting teachers with activities related to teaching.

ED 201/301 Introduction to Education/Dimensions of American Education

In ED 201/301 students have a field experience requirement of spending one-half day in a K-12 classroom. This brief exposure is to help education students to better know if teaching is for them. They are required to interview the teacher they observe concerning their roles and responsibilities and their feelings about teaching. No evaluation of their professional competencies is expected in this field experience beyond the student's self-evaluation.

ED 230/231 Teaching and Learning in the Elementary Classroom/Teaching and Learning in the Secondary Classroom

The class generally meets in an area middle school and the students spend 30 hours in a classroom. Students may be required to complete some of these hours by visiting a Native or urban school. The purpose of these field experiences are to provide a significant measure of contact with students in a school setting in order to better understand the course content. As the first significant field experience in the education program, this assignment also provides students with a beginning opportunity to understand the dynamics of teaching and learning. Each student is expected to establish a working relationship with classroom teachers during this field experience. Professional demeanor is both learned and practiced in this field experience.

Phase II Field Experiences

Role learning and commitment result from experiences that allow the students to practice various aspects related to teaching, such as lesson planning, teaching small groups or micro-teaching. Phase II of teacher education is characterized by learning to become a teacher by allowing opportunities to practice in a learning

community.

Some elementary methods classes are offered in blocks to allow students to combine and better integrate field experiences and the content of these courses. The first block of courses consists of ED 306/310/311/316/361 and 483. The second block is ED 307/312/318 and MA 353. Each block consists of at least two courses taught in an elementary school with significant classroom experiences in that school.

Elementary Program Methods

ED 306 Children's Literature

Students gain experience with young children by reading a children's book to students for one session.

ED 311/316 Language Arts Methods & Materials/Elementary Reading Instruction I

These jointly scheduled courses have their class and field experience in an area elementary school to bring theory and practice together through real experiences teaching language arts. The teachers in these schools have been oriented to the expectations of our program and are cooperating to achieve our objectives. Students prepare and teach lessons in the field placements under the supervision of the classroom teacher and the university professor. Students spend from 25 to 30 hours in the classroom.

ED 312 Science Methods and Materials for Elementary Teachers

All students will have 14 hours of field experience. Ten hours will be in a elementary school classroom and four hours in related science teaching activities, and students with majors or minors in the sciences must complete an additional ten hours in a middle school science classroom. Students plan and teach cooperatively and will participate in teaching and presenting their own lessons. Students meet in an area elementary school for one class meeting and the Seaborg Science classroom for the other class meeting.

ED 318 Elementary Reading Instruction II

This course and its field experience are normally held in an area elementary school. Students work in an elementary classroom individually tutoring one to three children. Literacy assessment guides these tutoring sessions and the lesson plans they develop. The professor and the classroom teacher monitor these teaching activities. Students spend at least ten hours with their students.

ED 361 Special Education and the General Classroom Teacher

Students are required to complete a field experience that will take place over several days for a total of three hours. Students currently enrolled in a methods class where observation is required will be permitted to complete the requirement for ED 361 in the same placement. Students not enrolled in a methods class will be provided a classroom assignment to complete the observation.

In this experience, each student will visit a regular education classroom where students with special needs are placed or a special education classroom. Students will be required to research the modification or strategies they observe and write about the experience.

	<p>Secondary Program Methods</p> <p>ED 319/349 Teaching of Reading for Secondary Teachers/Teaching for Diversity, Equity and Social Justice in the Secondary School Community</p> <p>Students meet in and use the classrooms and the learning centers in the area secondary schools as sites to work with students in groups and individually. They spend 20 hours assisting learning and tutoring under the supervision of a teacher.</p> <p>LG 350 Specialized Secondary Methods</p> <p>Students get experience in teaching their major and/or minor with an area teacher in a classroom for 15 hours and are required to teach a lesson that is to be observed and evaluated by the classroom teacher and the university professor.</p> <ul style="list-style-type: none"> Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)? <p>Candidates are placed with master teachers in their language who first serve as models and then as mentors. During their student teaching, candidates are observed a minimum of four times by the language methods instructor. During these observations the instructor reviews lesson plans, observes teaching, and gives feedback to the candidate. Communication between the instructor, the candidate, and the master teacher is frequent, especially at the beginning of the student teaching process. Language majors are required to do at least half of their student teaching in the language. Language minors have no such requirement, but we encourage them and facilitate partial placements in language teaching.</p>
<p>Instructional Methods</p>	<ul style="list-style-type: none"> Describe how candidates are prepared to teach in this specific specialty area. <p>Candidates in Language Teaching must have a "C" or better in each course they take in their target language. Before they take the methods course, they must prove their proficiency at a minimum level of Intermediate High in speaking, writing, reading, and listening using the ACTFL proficiency guidelines.</p> <p>NMU faculty use a communicative approach to language teaching, with a mandate to further student proficiency in each of the four skills plus culture. First-year classes are taught mostly in the target language, and later classes are taught almost exclusively in the target language (with the exception of FR 310 and GR 310, as noted above).</p> <p>LG 350 provides overt instruction on theory behind language teaching, plus Language Instructional Methods, along with the opportunity to practice those methods. LG 350 has never had more than 12 students, so we have had the luxury of requiring seeing every candidate teach 7 micro-lessons during class. Much of our data for NCATE accreditation comes from LG 350, so we have packed the class to respond to NCATE and State standards. Please refer to the syllabus for LG 350 for further detail.</p>
<p>Course Descriptions</p>	<ul style="list-style-type: none"> Provide descriptions of all courses contained on Application Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses. <p>The following course descriptions come from the 2006-2007 Undergraduate Bulletin at NMU. All courses, unless otherwise noted, carry four semester hours of credit.</p>

Course Descriptions for French

FR 300 **Reading and Writing**

This course teaches essential reading and writing skills in French. Materials consist of French newspapers, magazines, short stories and will prepare students for subsequent upper level courses.

FR 305 **Conversational French and Phonetics**

Students improve their conversational abilities through emphasis on natural forms of speech and by learning how to use language in social encounters. Students learn to communicate and respond to problems as well as discuss major social issues. A variety of contexts are used to create authentic situations.

FR 310 **Introduction to French Civilization and Culture**

An overview of early European history; a comprehensive view of France's geography and 2,000 years of social customs and how they are reflected in the arts, music, architecture and literature. The course includes aspects of the interaction between France and the United States. (Note: FR 310 is taught in English, and counts toward the French major and minor only upon completion of designated work in French.)

FR 361 **Survey of French Literature from the Medieval Period to the 17th Century**

Students examine some of the masterpieces of French literature from the medieval period through the 17th century. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

FR 362 **Survey of French Literature of the 18th and 19th Centuries**

Students examine some of the masterpieces of French literature from France's 18th and 19th centuries. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

FR 363 **Survey of French Literature of the 20th Century**

Students examine some of the masterpieces of France's 20th-century literature. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

FR 400 **Advanced French Composition and Grammar**

A review of all major points of the French grammar system, with an especially intense focus on the rich verb system. In an interrelated way, it also provides the opportunity for students to refine their writing skills through composition of essays, letters and resumes.

FR 426 **18th Century French Literature**

Students examine some of the masterpieces of France's 18th century literature. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

FR 428 **20th Century French Novel**

Students examine some of the masterpieces in novel of France's 20th century literature. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

FR 438 Cultural and Artistic Heritage of Europe

(Two-week tour of Europe follows two weeks on campus.)

This course is a multidisciplinary introduction to contemporary French-speaking Europe. It examines the heritage of modern French-speaking European society as it manifests itself through various cultural artifacts, such as visual art, film, architecture, and social customs. (Note: This course is taught in English, and only counts toward the French major or minor upon completion of substantial work in French.)

FR 495 Special Topics in French (1-4 credits)

This is an experimental course based on topics of authors, genres or literature periods not covered in other regularly approved French courses. (Note: May be repeated for credit if topic varies.)

(Non-Bulletin note: Recent topics have included Francophone literature and Food in French Film and Literature.)

Course Descriptions for German

GR 300 German Reading and Writing

This course teaches essential reading and writing skills in German.

Reading will include literary works in three genres. Student writings and revisions will serve as the basis for developing grammatical and stylistic skills.

GR 305 Conversational German

GR 305 focuses on improving the conversational abilities of students through reinforcement of three basic language functions: description, narration and opinion. Students learn how to communicate and respond to problems and discuss major social issues.

GR 310 Introduction to German Civilization and Culture (3 credits)

This course is a multidisciplinary introduction to the culture and civilization of Germany. It offers a comprehensive view of the historical, geographical, political and economic factors which have helped shape today's German society. (Note: GR 310 is taught in English and counts toward the German minor only upon completion of GR 410.)

GR 400 Advanced German Composition and Grammar

A review of all major points of the German grammar system, with an especially intense focus on the rich verb system. In an interrelated way, it also provides the opportunity for students to refine their writing skills through composition of essays, letters and resumes.

GR 410 Advanced German Civilization and Culture (1 credit)

This course explores in depth and in German the topics and perspectives explored in GR 310.

GR 495 Special Topics in German (1-4 credits)

This is an experimental course based on topics of authors, genres or literature periods not covered in other regularly approved German courses. (Note: May be repeated for credit if topic varies.)

Course Descriptions for Spanish

SN 300 **Reading and Writing**

This course teaches essential reading and writing skills in Spanish. Materials consist of Spanish newspapers, magazines, short stories and will prepare students for subsequent upper level courses.

SN 305 **Conversational Spanish**

SN 305 focuses on improving the conversational abilities of students through practice within various discourse strategies. Role-playing, films, multimedia materials, soap operas and radio and television transmissions supplement daily conversational practice. This course also includes an advanced grammar review.

SN 310 **Introduction to Spanish Civilization and Culture**

This course is a multidisciplinary introduction to the culture and civilization of Spain. It offers a comprehensive view of the historical, geographical, political and economic factors which have helped shape today's Spanish society. (Taught in Spanish.)

SN 312 **Introduction to Spanish America**

This course is a multidisciplinary introduction to the culture and civilization of Spanish America. It offers a comprehensive view of the historical, geographical, political and economic factors which have helped shape today's Spanish American societies, and the cultural expressions which have resulted. (Taught in Spanish.)

SN 400 **Advanced Spanish Composition and Grammar**

A review of all major points of the Spanish grammar system, with an especially intense focus on the rich verb system. In an interrelated way, it also provides the opportunity for students to refine their writing skills through composition of essays, letters and resumes.

SN 425 **Masterpieces of the Golden Age of Spanish Literature**

Students examine some of the masterpieces of Spain's Golden Age literature. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

SN 428 **20th Century Literature of Spain**

An examination of the some of the masterpieces of Spain's 20th-century literature. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

SN 429 **20th Century Literature of Spanish-America**

An examination of the some of the masterpieces of Spanish-America's 20th-century literature. The texts studied serve as springboards to consideration of art, culture, language, history and humanity.

SN 495 **Special Topics in Spanish**

This is an experimental course based on linguistics, cultures, authors, genres or literary periods not covered in other regularly approved Spanish courses. (Note: May be repeated for credit if topic varies.)

Course Descriptions for other Required Courses

	<p>LG 340 Introduction to Linguistics 2 credit hours A general introduction to Linguistics. Topics include phonetics, phonology, morphology, syntax, semantics, dialectology, sociolinguistics, historical linguistics, and linguistic typology, as well as pertinent examples taken mostly from English, French, German, and Spanish. This course meets Michigan and national standards for language education students. <i>(Note: This course has been proposed, but has not yet been fully approved, and is therefore not yet found in the NMU undergraduate bulletin. The description provided is the description proposed for the bulletin.)</i></p> <p>LG 350 Methods and Materials in Teaching Language Education This course introduces students to the theory and practice of teaching languages in public schools.</p>
Syllabi	<ul style="list-style-type: none"> • Provide a representative syllabus for each required course (those listed on Application Attachment 3 and referenced in the standards matrix). <p style="text-align: center;">See the “Syllabi” link</p>
Faculty	<ul style="list-style-type: none"> • Please complete the <i>Instructional Faculty</i> table from Application Attachment 5. • Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream. • List additional faculty positions that will be added if this program is approved. <p style="text-align: center;">See the “Instructional Faculty”/Attachment 5 below</p>
Technology	<p>Describe how this program will utilize technological resources.</p> <p>Northern Michigan University is a laptop university. Every student leases an IBM laptop computer. Many courses in and out of Education require the use of student computers. In addition, students use their computers extensively outside of class. By the time they take ED 483, Instructional Technology, they are almost always very well versed in computer usage. In ED 483 and in most of their ED courses they use smart classrooms, rooms equipped with multimedia projection units, ELMOs, CD and DVD players, etc. Most courses use WebCT, many of them extensively, so students learn to participate in threaded discussions, access documents extensively for courses, and hold class chats. The ED 483 course focuses on helping candidates prepare to use technology efficiently and effectively in their teaching areas. They prepare assignments for their content areas.</p> <p>Faculty in Modern Languages and Literatures also use technology extensively In their language, culture, and literature courses. In conjunction with these courses candidates use WebCT, the internet, e-mail, discussions, chats, powerpoint, and other features of their computers.</p> <p>In LG 350 candidates use their computers and other technology for presentations</p>

	<p>and teaching opportunities.</p> <p>NMU candidates graduate ready to use technology in significant ways!</p>
<p>Vocational Work Experience</p>	<ul style="list-style-type: none"> • If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated? <p>Not applicable.</p>

Instructional Faculty

Institution: Northern Michigan University

Date: 10 February 2007, Revised July 2007

Specialty Program: French

Certification/Endorsement CODE: FA

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
LG 350	Tim Compton	PhD Mexican Culture and Literature	<p>PUBLICATIONS:</p> <p>“Mexico City’s Spring 2006 Theatre Season,” <u>Latin American Theatre Review</u> 40.1 (Fall 2006): 153-162.</p> <p>“Una década de teatro mexicano,” <u>Revista de la Universidad de México</u> 29 (July 2006): 50-56.</p> <p>Book Review in</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>	<p>Several faculty research grants at Northern Michigan University to Study Mexican Theatre.</p> <p>Faculty Development Award at Northern Michigan University.</p> <p>Outstanding Faculty Award at Northern Michigan University, 1992.</p> <p>Peter White Scholar at Northern</p>	<p>Supervisor of 52 student teachers in Spanish, French, and German, since 1992.</p> <p>Creator and organizer of the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University, since</p>

			<p><u>Latin American Theatre Review</u> 39.2 (Spring 2006): 202-203.</p> <p>“Latin American Theatre Today 2005 in Connecticut,” <u>Latin American Theatre Review</u> 39.1 (Fall 2005): 135-138.</p> <p>“Mexico City’s Spring 2005 Theatre Season,” <u>Latin American Theatre Review</u> 39.1 (Fall 2005): 163-172.</p> <p>“El arte de los programas de mano: El teatro mexicano reciente,” <u>Revista de la Universidad de México</u> 14 (April 2005): 71-76.</p> <p>“Mexico City’s Spring 2004 Theatre Season,” <u>Latin American Theatre Review</u> 38.1 (Fall 2004): 145-155.</p> <p>PRESENTATION:</p>		<p>Michigan University, 1991-1992 academic year.</p>	<p>1992. (Held each spring, 300-500 high school students participate in competitions and immersion into a Spanish-speaking “country.”)</p> <p>Co-founder and Supervisor of Teachers for the After School Spanish Institute at Marquette Area Public Schools beginning in 1997.</p> <p>Taught enrichment Spanish classes for elementary school classes, usually 8-12-week sessions with 30-45 minutes per week, every year but one since 1995.</p> <p>Taught a workshop on current methods of language teaching at a professional development day at Marquette Sr. High school.</p> <p>Taught a workshop to Language teachers in Iron and</p>
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			<p>“Super(b)-Sized: Packaging Shorter Plays into Full-Sized Bundles in Recent Mexican Theatre,” 6th Latin American Theatre Today Conference in Storrs, Connecticut, on April 7, 2005.</p> <p>OTHER:</p> <p>Member of the <u>Latin American Theatre Review</u> editorial board.</p>			Dickinson Counties on the subject of infusing culture into the curriculum.
LG 340	Amy Orf	ABD, Spanish Linguistics	<p>PUBLICATION:</p> <p>“The Auxiliaries of the Spanish Progressive: Evidence from the Middle Ages,” <i>Publications of the Medieval Association of the Midwest</i>. Medieval Association of the Midwest 20th Annual Conference, Northern Michigan University, Marquette, MI, September 24-25, 2004. Ed. Mel Storm. Vol. 11. Emporia, KS: Emporia State University, 2005.</p> <p>PRESENTATION:</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>	<p>Rackham One-Term Dissertation Fellowship, University of Michigan (Spring/Summer 1997).</p> <p><u>Advice High Honors</u>: recognition for excellence in teaching based on student evaluations, University of Michigan (Fall 1993 and Fall 1995).</p> <p>Rackham Regents Fellowship, University of Michigan (Fall 1991 – Winter 1995).</p>	<p>Participated numerous times in the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University.</p> <p>Collaborated with Spanish teacher Patrick Reilly at Marquette Sr. High School to give his advanced-Spanish students oral exams (a year or two ago). Played the role of a</p>

			<p>“Illegal Mexican Immigrants in the Upper Peninsula: The Experiences of a U.S. District Court Interpreter.” Part of a panel entitled “Border Patrol: (Il)legalities of Crossing – Experiences with Mexico & Cuba” at the Uniting Neighbors in the Experience of Diversity Conference on NMU’s campus on September 19, 2006.</p>		<p>Highest Graduating Senior in Linguistics for 1990-1991, Highest Graduating Senior in Spanish for 1990-1991, Highest 2% of Sciences & Humanities Seniors 1990, Highest 2% of Sciences & Humanities Juniors 1989, Highest 2% of Sciences & Humanities Sophomores 1988, Iowa State University.</p> <p>Iowa State Foundation Scholarship for Excellence (Fall 1987 – Spring 1991).</p>	<p>foreign visitor to MSHS. Students gave a tour of MSHS, and I asked them questions about the school/facilities.</p>
FR 300, 305, 400	Nell Kupper	PhD, French Culture and Literature	<p>PRESENTATIONS:</p> <p>“A Child frozen in Time” at the International Conference on new Directions in the Humanities at the American University of Paris, 16-21 July 2007.</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address</p>	<p>Participant in the American Councils for International Education program to Moscow, Russia (funded by the Fulbright-Hays act) to expand knowledge of various aspects of Russian and European culture.</p>	<p>Supervised students from NMU courses in teaching various classes at Sandy Knoll Elementary school in Marquette, 2004-2007.</p>

			<p>“Victoire échouée” at the Colloque Psychanalyse et Littérature, Paris, 27-28 January 2006.</p> <p>“Systems Theory and the Mother-Daughter Dyads in French Narrative” at the 22nd International Literature and Psychology Conference in Córdoba, Spain, June 29-July 3, 2005.</p>	state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)		
FR 310	Joshua Armstrong	MA, French Culture and Literature	<p>PUBLICATIONS:</p> <p>“According to the Village Historian.” The Southwestern Review. Lafayette, Louisiana: English Department of ULL, 2005. Not paginated.</p> <p>“Euchrid the Mute and Irony.” Adaptation Contest #2. The Modern Word. http://www.themodernword.com/contests/002_euchrid.html > 25 March 2004.</p>		<p>AWARDS & RECOGNITION:</p> <p>WNMU Poetry Month Guest Poet. WNMU Public Radio, Northern Michigan University. (Two of my poems were broadcast as part of this Poetry Month event.) April 2007.</p> <p>ULL Graduate School Honors Convocation. University of Louisiana at Lafayette, April 2006.</p>	No collaborative work with K-12 schools in his one year at NMU.

			<p>“This Story Seems to Get Progressively Drunker.” SIRR Magazine. Marquette, Michigan. July/August 2006. 9-11.</p>		<p>ULL Graduate Assistantship. Department of Modern Languages, University of Louisiana at Lafayette, May 2004 (for September 2004 to May 2006).</p>	
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Instructional Faculty

Institution: Northern Michigan University

Date: 10 February 2007

Specialty Program: German

Certification/Endorsement CODE: FB

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
LG 350	Tim Compton	PhD, Mexican Culture and Literature	<p>PUBLICATIONS:</p> <p>“Mexico City’s Spring 2006 Theatre Season,” <u>Latin American Theatre Review</u> 40.1 (Fall 2006): 153-162.</p> <p>“Una década de teatro mexicano,” <u>Revista de la Universidad de México</u> 29 (July 2006): 50-56.</p> <p>Book Review in <u>Latin American Theatre Review</u> 39.2 (Spring 2006):</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>	<p>Several faculty research grants at Northern Michigan University to Study Mexican Theatre.</p> <p>Faculty Development Award at Northern Michigan University.</p> <p>Outstanding Faculty Award at Northern Michigan University, 1992.</p> <p>Peter White Scholar at Northern Michigan University, 1991-1992 academic year.</p>	<p>Supervisor of 52 student teachers in Spanish, French, and German, since 1992.</p> <p>Creator and organizer of the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University, since 1992. (Held each spring, 300-500 high school</p>

			<p>202-203.</p> <p>“Latin American Theatre Today 2005 in Connecticut,” <u>Latin American Theatre Review</u> 39.1 (Fall 2005): 135-138.</p> <p>“Mexico City’s Spring 2005 Theatre Season,” <u>Latin American Theatre Review</u> 39.1 (Fall 2005): 163-172.</p> <p>“El arte de los programas de mano: El teatro mexicano reciente,” <u>Revista de la Universidad de México</u> 14 (April 2005): 71-76.</p> <p>“Mexico City’s Spring 2004 Theatre Season,” <u>Latin American Theatre Review</u> 38.1 (Fall 2004): 145-155.</p> <p>PRESENTATION:</p> <p>“Super(b)-Sized: Packaging Shorter Plays into Full-Sized</p>			<p>students participate in competitions and immersion into a Spanish-speaking “country.”)</p> <p>Co-founder and Supervisor of Teachers for the After School Spanish Institute at Marquette Area Public Schools beginning in 1997.</p> <p>Taught enrichment Spanish classes for elementary school classes, usually 8-12-week sessions with 30-45 minutes per week, every year but one since 1995.</p> <p>Taught a workshop on current methods of language teaching at a professional development day at Marquette Sr. High school.</p> <p>Taught a workshop to Language teachers in Iron and Dickinson Counties on the subject of infusing culture into</p>
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			<p>Bundles in Recent Mexican Theatre,” 6th Latin American Theatre Today Conference in Storrs, Connecticut, on April 7, 2005.</p> <p>OTHER</p> <p>Member of the <u>Latin American Theatre Review</u> editorial board.</p>			the curriculum.
LG 340	Amy Orf	ABD, Spanish Linguistics	<p>PUBLICATION:</p> <p>“The Auxiliaries of the Spanish Progressive: Evidence from the Middle Ages,” <i>Publications of the Medieval Association of the Midwest</i>. Medieval Association of the Midwest 20th Annual Conference, Northern Michigan University, Marquette, MI, September 24-25, 2004. Ed. Mel Storm. Vol. 11. Emporia, KS: Emporia State University, 2005.</p> <p>PRESENTATION:</p> <p>“Illegal Mexican Immigrants in the</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>	<p>Rackham One-Term Dissertation Fellowship, University of Michigan (Spring/Summer 1997).</p> <p><u>Advice High Honors</u>: recognition for excellence in teaching based on student evaluations, University of Michigan (Fall 1993 and Fall 1995).</p> <p>Rackham Regents Fellowship, University of Michigan (Fall 1991 – Winter 1995).</p> <p>Highest Graduating Senior in Linguistics</p>	<p>Participated numerous times in the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University.</p> <p>Collaborated with Spanish teacher Patrick Reilly at Marquette Sr. High School to give his advanced-Spanish students oral exams (a year or two ago). Played the role of a foreign visitor to MSHS. Students gave a tour of</p>

			Upper Peninsula: The Experiences of a U.S. District Court Interpreter.” Part of a panel entitled “Border Patrol: (II)legalities of Crossing – Experiences with Mexico & Cuba” at the Uniting Neighbors in the Experience of Diversity Conference on NMU’s campus on September 19, 2006.		for 1990-1991, Highest Graduating Senior in Spanish for 1990-1991, Highest 2% of Sciences & Humanities Seniors 1990, Highest 2% of Sciences & Humanities Juniors 1989, Highest 2% of Sciences & Humanities Sophomores 1988, Iowa State University. Iowa State Foundation Scholarship for Excellence (Fall 1987 – Spring 1991).	MSHS, and I asked them questions about the school/facilities.
GR 300, 310, 400, 410, 495	Carol Strauss	PhD, German Culture and Literature	Publications Book (monograph): <i>Early Feminists and the Education Debates: England, France, Germany 1760-1810.</i> Madison, NJ: Fairleigh Dickinson UP, 2007. Journal Article “Scandal Writ Large in the Wake of the French Revolution: The Case of Amalia	Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are	Received an NMU Instructional Improvement Grant (\$1200): “Incorporating Austrian Studies into the liberal studies course, ‘German Culture and Civilization’ (GR 310)”, 2007. Received an NMU Faculty Research grant (\$7,000) for a book project (<i>Early</i>	Collaborated on an Inquiry Learning project on German Culture project during the winter 2005 semester. Advanced students of German at NMU, under the supervision of Dr. Strauss, lead small groups of students at Vandenboom Elementary School (Marquette), culminating in

			<p>Holst.” <i>Women in German Yearbook</i>. Vol. 20 (2004): 98-121.</p> <p>Chapter in edited book “Educating for Women’s Future: Thinking New Forms.” <i>Nonfictional Romantic Prose: Expanding Borders</i>. Ed. Virgil Nemoianu and Stephen Sondrup. Amsterdam: John Benjamins, 2004. 257-80. Co-author: Margaret R. Higonnet.</p> <p>Presentations</p> <p>Poster presentation: “Early Feminists and the Education Debates.” Coalition of Women in German. Salt Lake City, October 2006.</p> <p>“Wherefore the Letters in Catharine Macaulay’s <i>Letters on Education?</i>” American Society for Eighteenth-Century Studies. Montreal, March-April, 2006.</p>	<p>assessed for them. (August 22, 2007)</p>	<p><i>Feminists and the Education Debates</i>), Spring 2005.</p>	<p>presentation of findings to schoolmates and parents.</p> <p>Runs the Weekly German Conversation Table (<i>Stammtisch</i>) cooperatively with the Marquette High School teacher of German, Dirk Ahlers. Attended by students from both university and high school, as well as older community residents, the <i>Stammtisch</i> is a place to indulge in German-language-only games, music, and magazines, as well as spirited conversation. <i>Stammtisch</i> was initiated in fall 2001 and has been ongoing since then.</p> <p>Invites high school students’ to participate in German-related NMU events such as the German film series, which runs every semester.</p>
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			<p>“Engaging with Language and Culture: A Community Comes Together Through Service Learning.” 10th Annual Michigan Institute on Service Learning. Flint, February 2006.</p> <p>“(De)Gendering Perfectibility: Romantic Women Reformists Translate Male Models of Education.” American Comparative Literature Association. Ann Arbor, April 2004.</p> <p>“Importing and Exporting the ‘Other’: Strategizing Educational Reform in Didactic Fiction.” American Society for Eighteenth-Century Studies. Boston, March 2004</p>			
GR 305	Dirk Ahlers	MA German Culture and Literature	None in the last 3 years.	Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting		Mr. Ahlers is a full-time teacher of German (and French) at Marquette Sr. High School and teaches GR courses at NMU as an adjunct

				<p>the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>		<p>professor.</p> <p>Runs the Weekly German Conversation Table (<i>Stammtisch</i>) cooperatively with Prof. Strauss. (See description above.)</p> <p>Additionally, supports high school students' participation in German-language events, such as the semesterly German film series, taking place at the university.</p>
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Instructional Faculty

Institution: Northern Michigan University

Date: 10 February
2007, Updated
July 2007

Specialty Program: Spanish

Certification/Endorsement CODE: FF

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
LG 350, SN 300, SN 305, SN 310, SN 312, SN 400, SN 425, SN 428, SN 495	Tim Compton	PhD Mexican Culture and Literature	PUBLICATIONS "Mexico City's Spring 2006 Theatre Season," <u>Latin American Theatre Review</u> 40.1 (Fall 2006): 153-162. "Una década de teatro mexicano," <u>Revista de la Universidad de México</u> 29 (July 2006): 50-56. Book Review in	Workshop: "Familiarizing Faculty with the World Languages Content Standards and Benchmarks" to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)	Several faculty research grants at Northern Michigan University to Study Mexican Theatre. Faculty Development Award at Northern Michigan University. Outstanding Faculty Award at Northern Michigan University, 1992. Peter White Scholar at Northern	Supervisor of 52 student teachers in Spanish, French, and German, since 1992. Creator and organizer of the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University, since

			<p><u>Latin American Theatre Review</u> 39.2 (Spring 2006): 202-203.</p> <p>“Latin American Theatre Today 2005 in Connecticut,” <u>Latin American Theatre Review</u> 39.1 (Fall 2005): 135-138.</p> <p>“Mexico City’s Spring 2005 Theatre Season,” <u>Latin American Theatre Review</u> 39.1 (Fall 2005): 163-172.</p> <p>“El arte de los programas de mano: El teatro mexicano reciente,” <u>Revista de la Universidad de México</u> 14 (April 2005): 71-76.</p> <p>“Mexico City’s Spring 2004 Theatre Season,” <u>Latin American Theatre Review</u> 38.1 (Fall 2004): 145-155.</p> <p>PRESENTATION</p>		<p>Michigan University, 1991-1992 academic year.</p>	<p>1992. (Held each spring, 300-500 high school students participate in competitions and immersion into a Spanish-speaking “country.”)</p> <p>Co-founder and Supervisor of Teachers for the After School Spanish Institute at Marquette Area Public Schools beginning in 1997.</p> <p>Taught enrichment Spanish classes for elementary school classes, usually 8-12-week sessions with 30-45 minutes per week, every year but one since 1995.</p> <p>Taught a workshop on current methods of language teaching at a professional development day at Marquette Sr. High school.</p> <p>Taught a workshop to Language teachers in Iron and</p>
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			<p>“Super(b)-Sized: Packaging Shorter Plays into Full-Sized Bundles in Recent Mexican Theatre,” 6th Latin American Theatre Today Conference in Storrs, Connecticut, on April 7, 2005.</p> <p>OTHER</p> <p>Member of the <u>Latin American Theatre Review</u> editorial board.</p>			Dickinson Counties on the subject of infusing culture into the curriculum.
SN 300, SN 305, SN 310, SN 312	Susan Goodrich	PhD Andean Culture and Literature, Brazilian Culture and Literature, Gender Studies	<p>PRESENTATIONS</p> <p>“Smoke and Mirrors: Discourses of Identity in Helena Parente Cunha’s <u>Mulher no Espelho</u> and Marilene Felinto’s <u>Mulheres de Tijucapapo</u>” on “The Representation of Silence and Silencing of Representation in Brazilian Culture” panel in November, 2006 at the <u>Midwest Modern Languages Association (M/MLA)</u>, Chicago, IL, November 12,</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>	<p>1999 Summer Travel Grant (Quechua study in Peru)</p> <p>1997-98 U C Berkeley Department of Spanish & Portuguese GSI of the Year Award</p> <p>1998 U C Berkeley Teaching Effectiveness Award (university-wide competition)</p> <p>1993-4 Tinker CLAS Award (travel/study abroad)</p>	<p>Participated numerous times in the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University.</p> <p>Gave workshop on technology and language teaching at Professional Workshop day for teachers of Languages at Marquette Sr. High School.</p>

			<p>2006.</p> <p>“Attitudes toward Mexican Immigration”. Presented at “Border Patrol: (Il)legalities of Crossing: Mexico and Cuba” panel, <u>UNITED Conference</u>, NMU, September 17, 2006.</p> <p>“‘Señorita Extraviada’ and gender-based inflections in legal treatment in Chihuahua”. Comments and led discussion on mass murders of females in Ciudad Juárez for <u>Committee W/VOX</u> presentation of film “Señorita extraviada”. NMU. Whitman Lounge. April, 2006.</p> <p>“The Egg and the Archive in the City of Brasilia: Clarice Lispector on Urbanization” in November, 2005 at the <u>Midwest Modern Languages</u></p>		<p>1990-1994 UC Berkeley Predoctoral Humanities Fellowship</p>	<p>Taught Spanish with Freshmen Fellow (designed lessons plans/materials with FF); taught Kindergarten weekly at Father Marquette 2000-2001.</p> <p>Taught Spanish less frequently at Father Marquette first grade 2001-2002.</p>
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			<p><u>Association</u> (M/MLA), Milwaukee, WI, November 11, 2005.</p> <p>“Teaching World Cultures in an Online Environment” at 2005 <u>NMU Faculty Showcase Week: Using Technology.</u> (March 21, 2005)</p> <p>“International Service Learning Opportunities”. Comments and chaired unit discussion at <u>NMU Internationalization Task Force (ITF) Forum</u> (February 4, 2005).</p> <p>“Humanitarian Work in Cuba” at NMU’s <u>Planet Chat</u> with co-leader Amy Orf (November, 2005).</p>			
SN 300, SN 310, SN 425, SN 495	Michael Joy	PhD Spanish Culture and Literature of the Golden Age	<p>BOOK REVIEWS:</p> <p>Costa Fontes, Manuel da. <i>The Art of Subversion in Inquisitorial Spain.</i> (Forthcoming in <i>Hispania.</i>)</p>	Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and	Presbyterian College Summer Research Grant, summer 2004.	Participated in the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at

			<p>Rivas Yanes, Alberto. <i>El hidalgo fuerte / L'hidalgo fuerte</i>. (Forthcoming in <i>Cervantes</i>.)</p> <p>Pérez-Romero, Antonio. <i>The Subversive Tradition in Spanish Renaissance Writing</i>. <i>Hispania</i> 89.4 (December 2006): 884-885.</p> <p>Davis, Charles. <i>Los aposentos del Corral de la Cruz, 1581-1823: Estudio y documentos</i>. <i>Hispania</i> 89.2 (May 2006): 290-291.</p> <p>Borrego Gutiérrez, Esther. <i>Un poeta cómico en la corte: Vida y obra de Vicente Suárez de Deza</i>. <i>Hispania</i> 88.3 (September 2005): 486-487.</p> <p>PRESENTATIONS:</p> <p>“Engaging Twenty-First Century Students With the Golden Age:</p>	<p>benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>		<p>Northern Michigan University.</p>
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			<p>Success Stories From Small Colleges.” Organizer and moderator of panel at the Modern Language Association Conference (Philadelphia, December 2006).</p> <p>“El extrañamiento en la literatura de la conquista.” South Atlantic Modern Language Association Conference (Atlanta, November 2005).</p> <p>“To Name the Impossible Name: Derrida’s <i>Contretemps</i> and the Name in Don Quixote.” Don Quijote at 400: A Celebratory Encounter (Villanova University, March 2005).</p>			
SN 312, SN 400, SN 429,	Rebecca Ulland	PhD Latin American Culture and	<p>PUBLICATIONS</p> <p>“María Rosa Lojo.”</p>	Workshop: “Familiarizing Faculty with the	National Endowment for the Humanities Summer	Participated in the Annual Spanish Language Field Day

SN 495		Literature, Contemporary Argentine Novel, Gender Studies	<p><u>Latin American Writers: An Encyclopedia</u>. Edited by María Claudia André and Eva Bueno. New York: Routledge, 2009 (<i>forthcoming</i>).</p> <p>“Sylvia Iparraguirre.” <u>Latin American Writers: An Encyclopedia</u>. Edited by María Claudia André and Eva Bueno. New York: Routledge, 2009 (<i>forthcoming</i>).</p> <p>PRESENTATIONS</p> <p>“Los mitos de la pasión en <u>La pasión de los nómades</u> de María Rosa Lojo.” Invited panelist at the XXIX Simposio Internacional de Literatura. Buenos Aires, Argentina, August 2007 (<i>accepted</i>).</p> <p>“<u>Hija del silencio</u> de Manuela Fingueret y la recuperación de la voz judía.” Presented at the Annual Convention of the Asociación</p>	World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)	Seminar “Jewish Buenos Aires” 2007 (Selected as Alternate)	for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University.
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			<p>Internacional de Literatura y Cultura Femenina Hispánica (AILCFH). Seville, Spain, October 2007 (<i>accepted</i>).</p> <p>“Hija del silencio by Manuela Fingueret: The Volume of Silence.” Presented at the South Atlantic Modern Language Association Annual Convention (SAMLA). Atlanta, Georgia, November 2007 (<i>accepted</i>).</p> <p>“The Discourse of Power: The Power of Discourse: <u>The Voyage of the Beagle</u> and <u>La tierra del fuego</u>.” Presented at the Annual Convention of the Asociación Internacional de Literatura Femenina Hispánica (AILFH). Ogden, Utah, October 2006.</p> <p>“Whose Passion?: <u>La pasión de los nómades</u> and the Word-Weary Warrior.” Presented</p>			
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			at the South Atlantic Modern Language Association Annual Convention (SAMLA). Atlanta, Georgia, November 2005.			
LG 340, SN 400, SN 495	Amy Orf	ABD Linguistics	<p>PUBLICATION:</p> <p>“The Auxiliaries of the Spanish Progressive: Evidence from the Middle Ages,” <i>Publications of the Medieval Association of the Midwest</i>. Medieval Association of the Midwest 20th Annual Conference, Northern Michigan University, Marquette, MI, September 24-25, 2004. Ed. Mel Storm. Vol. 11. Emporia, KS: Emporia State University, 2005.</p> <p>PRESENTATION:</p> <p>“Illegal Mexican Immigrants in the Upper Peninsula: The Experiences of a U.S. District Court Interpreter.” Part of a panel entitled “Border Patrol: (Il)legalities of</p>	<p>Workshop: “Familiarizing Faculty with the World Languages Content Standards and Benchmarks” to be conducted by Dr. Compton presenting the standards and benchmarks, ways in which NMU courses address state objectives, and the ways in which NMU candidates are assessed for them. (August 22, 2007)</p>	<p>Rackham One-Term Dissertation Fellowship, University of Michigan (Spring/Summer 1997).</p> <p><u>Advice</u> High Honors: recognition for excellence in teaching based on student evaluations, University of Michigan (Fall 1993 and Fall 1995).</p> <p>Rackham Regents Fellowship, University of Michigan (Fall 1991 – Winter 1995).</p> <p>Highest Graduating Senior in Linguistics for 1990-1991, Highest Graduating Senior in Spanish for 1990-1991, Highest 2% of Sciences & Humanities Seniors</p>	<p>Participated numerous times in the Annual Spanish Language Field Day for advanced High School Spanish students of the Upper Peninsula and Upper Wisconsin at Northern Michigan University.</p> <p>Collaborated with Spanish teacher Patrick Reilly at Marquette Sr. High School to give his advanced-Spanish students oral exams (a year or two ago). Played the role of a foreign visitor to MSHS. Students gave a tour of MSHS, and I asked them questions about the school/facilities.</p>

			<p>Crossing – Experiences with Mexico & Cuba” at the Uniting Neighbors in the Experience of Diversity Conference on NMU's campus on September 19, 2006.</p>		<p>1990, Highest 2% of Sciences & Humanities Juniors 1989, Highest 2% of Sciences & Humanities Sophomores 1988, Iowa State University. Iowa State Foundation Scholarship for Excellence (Fall 1987 – Spring 1991).</p>	
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SpecialtyProgramApplication C33394 A21902.doc

Vocational Work Experience Not Applicable

VIII. Experimental Program Description (Rule 53)	
Program Purpose	Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following: <ul style="list-style-type: none">• Employer Needs/Student Aspirations.• National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program).• The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.
Program Design	<ul style="list-style-type: none">• The hypothesis being tested.• The design of the program (including all courses).• Control and experimental groupings.• Assessment and evaluation instruments and techniques.
Program Duration	Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a timeperiod of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.

Not Applicable

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs

If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the Office of Professional Preparation. Once approved, the description of the amendment will be attached to the program application that is currently on file.

If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application to Request State Board of Education Approval for Professional Preparation Programs" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)

Proposed changes to these programs are described above, in the Program Summary in part V of this document.