

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	Oakland University
MDE Endorsement Area and Code (from Application Attachment 2)	Japanese (FL)
Date of this Application	September 1, 2010
Name and Title of Unit Head	Dr. Louis B. Gallien Jr., Dean of the School of Education and Human Services (SEHS)
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Dr. Fran Meuser
Contact Person's Phone Number	248-375-1879
Contact Person's Fax Number	248-370-3170
Contact Person's E-Mail Address	fran@oakland.edu

III. Type of Request for Approval	(Indicate One)
New program for institution	X
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	
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
Dr. Fran Meuser	Spanish	372 O'Dowd Hall Hall Oakland University 2200 N. Squirrel Rd Rochester, MI 48309	fran@oakland.edu	(248) 375-1879	Please label clearly for addressee: (248) 370-3170
Dr. Stacey Hahn	French		shahn@oakland.edu	(248) 370-2062	
Dr. Barbara Mabee	German		mabee@oakland.edu	(248) 370-2099	
Dr. Seigo Nakao	Japanese		nakao@oakland.edu	(248) 370-2066	
Dr. Stephen Filler	Japanese		filler@oakland.edu	(248) 370-2070	

V. Program Information	
Program Summary	<p align="center">Program Summary Japanese</p> <p>Overview: Oakland University is dedicated to preparing highly qualified, competent elementary and secondary teachers. The programs for both areas were initially approved by the National Council for Accreditation of Teacher Education (NCATE), more recently (2007) by Teacher Education Accreditation Council (TEAC), and by the Michigan Department of Education. According to Associate Dean of the School of Education and Human Services (SEHS), Robert Wiggins, the school chose TEAC for accreditation renewal for a number of reasons: (1) first, the TEAC process is more authentic in that the TEAC Quality Principles all hinge on our own understanding of the impact we have on our graduates, how we assess that impact in valid and reliable ways, and how we use the information from those assessments; (2) second, as a result of TEAC's focus, this is a self study that engages the faculty rather than an evaluation by an outside agency; (3) finally, TEAC's process is more closely aligned with the review process we undergo for MDE approval of all of our programs. Michigan Department of Education accreditation is on-going.</p> <p>There is a partnership at Oakland University between the School of Education and Human Services (SHES) and the various academic departments of the College of Arts and Sciences (CAS). The department within CAS that provides content area preparation to Japanese majors and minors is the Department of Modern Languages and Literatures (DMLL). The department within SEHS that is principally responsible for providing the professional sequence of courses is the Department of Teacher Development and Educational Studies (TDES), which operates in conjunction with the Department of Human Development and Child Studies (HDCS) and Reading Language Arts (RDG).</p>

a. Describe the philosophy, rationale, and objectives of the specialty program, and explain how the program is consistent with the philosophy, rationale, and conceptual framework of the unit.

The mission¹ of the School of Education and Human Services is to prepare competent practitioners and leaders who are able to meet the challenges and demands of a global, complex society. This mission fits well within the overall mission of the University, which is to “create the future,” becoming a model university of the 21st century through research and community partnerships.

SEHS has a single-minded purpose: to prepare professionals who are able to use knowledge to create and disseminate new knowledge in the broader community. This purpose is accomplished through the construction of programs based upon an integrated and constructivist approach to learning that recognizes and makes use of professional partnerships and other resources within the community. Students and faculty do research and implement practice in schools, business, industry and a variety of community-based organizations that serve the local and global community. In addition, as members of professional organizations, faculty and students participate in national and international conferences, sharing research findings and contributing to the setting of policy and standards for the various disciplines housed within the School of Education and Human Services.

Even though the Department of Modern Languages and Literatures (DMLL) is not housed within SEHS, its mission is similar; teaching plays a key role in the professional lives of the DMLL faculty members, each of whom is expected to be a strong and dedicated teacher. Improving existing programs and curricula, creating new courses and developing new programs, writing and publishing instructional materials, advising students, supervising independent study, applying new technology in teaching, and obtaining grant support for teaching activities are all expected of every department faculty member. Preparing future teachers in the content areas of world languages is a function that those faculty members take very seriously.

Able to address issues of diversity, ability to use technology, a commitment to a seamless pre-K through graduate education, local, national and global leadership and excellence describe the skills, abilities and performance expected of both undergraduate and graduate students of SEHS professional programs and equally of the teaching majors and minors of DMLL. Based on sound educational research and practical experiences, faculty design courses and fieldwork, often in collaboration with community professionals, to provide students with the knowledge and experiences necessary to become proficient and to be productive professionals in the 21st century.

Further, in synthesizing research with practice, faculty within both SEHS and DMLL recognize the need to evaluate and are committed to the process of ongoing assessment and program modification based on that assessment. In the final internship semester for education majors, for example, grades are assigned based on a performance rubric that

¹ The information for this narrative comes from various Oakland University websites [<http://www.oakland.edu>], the *Oakland University Undergraduate Catalog*, the *Secondary Teacher Internship Handbook*, including the “School of Education and Human Services Conceptual Framework” and various Department of Modern Languages and Literatures documents.

	<p>synthesizes the dispositions and habits of mind as well as the performance competencies expected of professionals.</p> <p>b. Describe 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.</p> <p>Every candidate for an Oakland University baccalaureate is required to satisfactorily complete the General Education requirements, which include writing, formal reasoning, arts, foreign language and culture, global perspective, literature, natural science and technology, social science, western civilization, knowledge applications outside the rubric of the major, and U.S. diversity. There is a capstone course in the major and a writing intensive course to round out the General Education requirements.</p> <p>Teacher education candidates are required to take a sequence of courses that provides them with the content knowledge, skills, and values essential to becoming an effective world language teacher. They learn human relations and communications skills and acquire pedagogical and technological skills. Field experiences facilitate formal instructional courses and integrate theory and practice. Technology is integrated into all aspects of instruction from discipline-specific courses to all education courses.</p> <p>Students who wish to pursue an elementary education major are admitted to SEHS and given pre-elementary status. To obtain candidacy in elementary education, students must complete certain of the General Education requirements, complete RHT160 with a 3.0 or better, and present a passing score on the MTTC—Basic Skills Test. Students retain candidacy status so long as the GPA needed for admission to the major is maintained. Students take the introductory course to elementary education (EED310) before applying for the major. Admission to the major is required before beginning the professional sequence. Once admitted to the elementary program, candidates complete all courses in the professional sequence, General Education coursework, and the associated fieldwork, including student teaching, any remaining CAS coursework for the teaching major or minors and present a passing score on MTTC content area test(s) and MTTC Elementary Education Test. Upon successful completion of the program they are awarded a Bachelor of Science degree and recommended for the Michigan provisional elementary teaching certificate.</p> <p>Students who wish to pursue a Japanese K-12 teaching major are admitted to the College of Arts and Sciences, where they will declare a Japanese major during their third year and work toward completing a Bachelor of Arts in Japanese. At the same time they take an introductory course in the professional sequence in SEHS and complete the related field experience. During the fourth year they apply for admission to STEP—K-12 and once admitted they take professional education coursework and finish any remaining major and/or minor coursework. After they have completed all the work for the B.A. and the appropriate courses in the professional sequence, they engage in an academic year-long internship in the public schools that includes both courses and field experiences and fulfills requirements for certification.</p> <p>To remain in good standing in any of the education programs, all candidates must continue to meet the teacher education GPA standards and departmental GPA standards for their major and minor.</p>
--	--

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

SEHS and DMLL faculty model a variety of approaches. Professors strive for a balance of instructional methods, employing some lecture and some pair and small group activities that lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding. In every class in the professional sequence candidates discuss a variety of pedagogical strategies and approaches. Through peer teaching, micro-teaching and field experiences, candidates learn that in the classroom setting, a whole spectrum of teaching methods may be necessary in order to meet the needs of diverse students.

Candidates learn that successful teachers accept intuition, feeling, sensing, and imagination, as well as the more traditional skills of analysis, reason, and sequential problem solving. In methods classes and in field experiences they learn to assess the learning styles of their students and to design lesson plans to connect with those styles, introducing appropriate combinations of activities and experiential elements into the classroom. Moreover, they learn that teachers should employ a variety of assessment techniques, varying tasks and providing opportunities for students of different learning styles to be successful.

d. Describe 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.

At Oakland University, Japanese majors and minors may choose from several programs. Although the instructional resources and techniques are similar, each program has its own requirements for coursework and field placement.

Elementary teaching majors earn concurrently a Bachelor of Science degree from Oakland University and recommendation for a Michigan elementary provisional certificate, which is valid for teaching all subjects in Grades K-5, all subjects in self-contained classrooms for grades 6-8 in which a majority of the instruction is provided by one teacher, and for teaching content area subjects in departmentalized programs grades 6-8. World language content areas are French, German, Spanish and will include Japanese when it is approved. One content area major or two content area minors are required. This document will deal with content area and professional coursework specifically required by the Japanese teaching major and minor related to the elementary program. Information about the entire elementary teaching program is available on Oakland University's website at <http://www2.oakland.edu/oakland/ouportal/index.asp?site=46#>. The specifics about credit hours for coursework and clock hours for field placements are detailed in (b) above, on the XX form and at other appropriate places within this document.

Secondary teaching majors complete a fifth-year, internship-based program of study leading to recommendation for a Michigan secondary provisional certificate. The fifth-year is a certification, and not a degree program. Teachers who become certified through this program first earn a Bachelor of Arts degree in their major content area(s). They then engage in 42 credits of professional education coursework to complete requirements for certification. The program accommodates both undergraduates and persons already

holding bachelor's degrees in content area subjects. In the case of undergraduates, professional education coursework is integrated into the latter stages of their degree completion program. The program is the Secondary Teacher Education Program (STEP) and, in the case of French, German, Spanish and Japanese is called **STEP—K-12**, because, although still housed within STEP, it has been approved to provide preparation for its majors to teach French, German or Spanish at all levels K-12 and this application will add Japanese. At Oakland University, music art and world language programs are K-12 programs. At least one teaching minor is also required (6-12 certification only) and may chosen from a second world language (French, German, Spanish and will include Japanese when it is approved), biology, chemistry, dance, economics, English, history, mathematics, physics, political science and sociology. World language minors may apply for STEP in their major area and are recommended for certification additionally in French, German, Spanish and Japanese (when it is approved) as a minor area.

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

All teacher candidates at Oakland University receive extensive exposure to this concern in every class in the education sequence and additionally in seminars during student teaching/the internship period. Every course in Japanese, be it language, literature, civilization or translation, by its very nature explores the uniqueness of the Japanese language, culture and Japanese ways of looking at the world. All professors at Oakland University are expected to model gender, racial and cultural equity and candidates are exposed to professional literature that addresses equity issues in general education classes that specifically address global perspectives, in most classes in the professional sequence and often in the literature and civilization courses of the various languages offered in the Department of Modern Languages and Literatures.

Oakland University is committed to preparing teachers who are capable and willing to meet the needs of students with diverse cultural, ethnic and national origins. To this end, students are required to have field placements in a minimum of two urban and two suburban settings. Coursework within the program is designed to foster a positive attitude toward multicultural education, an appreciation of the importance of gender equity and an awareness of global issues in the schools.

f. Describe how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.

Candidates initially learn about assessment strategies from education and world language faculty who model, implement and teach various forms of assessment including the use of technological tools. In education and methods classes they discuss the various assessment strategies and have an opportunity to observe and implement them in field experiences. In the world languages methods classes, they learn to use diagnostic assessment prior to instruction to determine students' strengths and weaknesses in order to place them at the appropriate level.

They learn about the Michigan World Language Standards and the American Council for the Teaching of Foreign Languages (ACTFL) Standards for Language Learning and about the various tools that may be used to assess the implementation of these standards, including the ACTFL Performance Guidelines. They learn to do formative assessment to monitor students' progress toward meeting instructional goals/objectives, and to identify

	difficulties individual learners may be having so that instruction may be adjusted accordingly. They learn to create and use instruments for qualitative and quantitative summative assessment to determine the extent to which students are meeting instructional goals/objectives and to communicate the results to students and their parents, as well as to report the results for the students' permanent academic records. Candidates also learn how the results may be used to evaluate and improve the effectiveness of classroom activities, assessment measures and the curriculum.
Program Coursework	<p>Complete Application Attachment 3 [XX] 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>

VI. Content Guidelines/Standards Matrix

Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 2); 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

VII. Supporting Documentation

Field Experiences	<ul style="list-style-type: none"> • Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools. • 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)?
Instructional Methods	<ul style="list-style-type: none"> • Describe how candidates are prepared to teach in this specific specialty area.
Course Descriptions	<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.
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).

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.
Technology	<ul style="list-style-type: none"> • Describe how this program will utilize technological resources.
Vocational Work Experience	<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?

VIII. Experimental Program Description (Rule 53) This item is not applicable because our program is not an experimental program.

Program Purpose	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <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	<p>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 time period 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.</p>

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs This item is not applicable because Japanese is a new teaching program.

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.)

Contact Information for Program Review Consultants

All communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

Bonnie Rockafellow 517-373-7861 rockafellowb@michigan.gov	Steven Stegink 517-241-4945 SteginkS@michigan.gov	Sue Wittick 517-241-0172 witticks@michigan.gov
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Health	All vocational
All special education	Library Media	Agricultural Education
All world languages	Middle Level	Educational Technology
Dance	Mathematics	Family & Consumer Sciences
Early Childhood Education	Physical Education	Fine Arts
Elementary	Recreation	Guidance & Counseling
English as a Second Language	School Psychologist	Industrial Technology
Music		Visual Arts Education

**Proposal 3 Michigan Department of Education Endorsement Areas and Codes
May 2005**

AX COMMUNICATION ARTS	BILINGUAL EDUCATION (Con't.)	SPECIAL EDUCATION
BX LANGUAGE ARTS	YM Bilingual Vietnamese	SA Cognitive Impairment
BA English	YN Bilingual Korean	SB Speech and Language Impairment
BC Journalism	YO Bilingual Servo-Croatian/Bosnian	SC Physical or Other Health Impairment
BD Speech	YP Bilingual Chaldean	SE Emotional Impairment
BT Reading	YR Bilingual Chinese	SK Visual Impairment
BR Reading Specialist	YS Bilingual Filipino	SL Hearing Impairment
RX SOCIAL STUDIES	YT Bilingual Japanese	SM Learning Disabilities
CA Economics	BUSINESS EDUCATION*¹	SP Physical Education for Students with Disabilities
CB Geography	GQ Business, Management, Marketing, and Technology	SV Autism
CC History	GM Marketing Education	TX TECHNOLOGY AND DESIGN
CD Political Science	HX AGRISCIENCE AND NATURAL RESOURCES	ZA EARLY CHILDHOOD EDUCATION*⁴
SOCIAL SCIENCE*¹	IX INDUSTRIAL TECHNOLOGY	ZD MIDDLE SCHOOL*⁴
CE Psychology	JX MUSIC EDUCATION*⁵	ZL MIDDLE LEVEL*⁴
CF Sociology	JQ MUSIC EDUCATION	ZG GENERAL EL K-5*⁴
CH Anthropology	KH FAMILY AND CONSUMER SCIENCES	CAREER AND TECHNICAL EDUCATION
CL Cultural Studies	LX ART EDUCATION*³	VH Vocational Family and Consumer Sciences
CM Behavioral Studies	LQ VISUAL ARTS EDUCATION	<i>Vocational Natural Resources and Agriscience Pathway</i>
DX SCIENCE*²	LZ VISUAL ARTS EDUCATION SPECIALIST	VA Vocational Agriscience and Natural Resources
DI INTEGRATED SCIENCE	HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE	<i>Vocational Business, Management, Marketing, and Technology Pathway</i>
DA Biology	MA Health	VB Vocational Business Services
DC Chemistry	MB Physical Education	VM Vocational Marketing Education
DE Physics	MD Recreation	VZ Vocational Hospitality
DH Earth/Space Science	MH Dance	<i>Vocational Health Sciences Pathway</i>
DP Physical Science	MISCELLANEOUS	VS Vocational Health Sciences
EX MATHEMATICS	NB National Board Certification	<i>Vocational Engineering, Manufacturing, Industrial & Technology Pathway/Vocational Arts and Communication Pathway</i>
WORLD LANGUAGE	ND Library Media	VT Vocational Technical
FA French	NJ Environmental Studies	<i>Vocational Human Services Pathway</i>
FB German	NP Educational Technology	VC Vocational Child Care
FC Greek	NR Computer Science	VE Vocational Cosmetology
FD Latin	NS English as a Second Language	VF Vocational Law Enforcement/ Fire Science
FE Russian	NT Guidance and Counseling	VG Vocational Teacher Cadet
FF Spanish	OX FINE ARTS	
FG Other	PX HUMANITIES	
FH Italian	PR Academic Study of Religions	
FI Polish	PS Philosophy	
FJ Hebrew		
FL Japanese Language and Culture		
FR Chinese Language and Culture		
BILINGUAL EDUCATION		
YA Bilingual French		
YB Bilingual German		
YC Bilingual Greek		
YE Bilingual Russian		
YF Bilingual Spanish		
YH Bilingual Italian		
YI Bilingual Polish		
YJ Bilingual Hebrew		
YK Bilingual Arabic		
YL Bilingual Other		

*¹ Endorsements for the Social Science group (formerly CX), for the Business Education group (formerly GX), or for the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.

*² The DX endorsement may not be offered to new candidates after the fall semester of the 2003-2004 academic year.

*³ The LX endorsement may not be offered to new candidates after the fall semester of the 2002-2003 academic year.

*⁴ The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education. They do not appear on a teaching certificate.

*⁵ The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.

Summary of Course Requirements for Specialty Program

Institution: Oakland University **Date:** Sept. 1, 2010

Specialty Program: Japanese (FL)

Program Standards: Michigan Standards for the Preparation of Teachers **Standards Date:** July, 2004

Program Contact Person(s): Fran Meuser, Ph.D., Department of Modern Languages and Literatures

DIRECTIONS: On the matrix below, list the required courses for this specialty 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 or minor, and/or an endorsement.

Course /Title	Course Number	Sem. hours	Elementary		Secondary		K-12		MAT ²		Edorse -ments
			Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	
[Japanese] Grammar Review	JPN 314	4	4	4		4	4		Equivalent to K-12 major; applicants enter with completed degree.	Equivalent to elementary & secondary minors; applicants enter with completed degree.	4
Japanese Conversation	JPN 316	2	2	2		2	2				2
Japanese Composition	JPN 318	2	2	2		2	2				2
Translation: Japanese	JPN 355	4	4	4		4	4				4
Intro to Japanese Literature	JPN 370	4	4	4		4	4				4
Advanced Japanese Conversation & Reading	JPN 408	4	4								
Japanese Literature	JPN 420	4					4				
Elective(s)	JPN 3xx or 4xx	4	8	4		4	12				4
Introduction to Japan	IS 220	4	4				4				
Japanese Civilization	IS 300 ³ , AH 301, HST 370, HST 371, HST 372, CIN 350 ⁴ , LIT 100, LIT 251 ⁵ , LIT 375 ⁶	4 credits each course					4				
Minimum Number of SEMESER HOURS <u>required</u> for each option offered:			32	20		20	40				20

- (1) Provide descriptions of all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

² Masters of Arts in Teaching (MAT) with endorsement in Japanese students either already have a completed major/minor in Japanese from an accredited institution or, if not, have to meet the course requirements for the OU major/minor as outlined in this document; they take the graduate equivalent of the undergraduate pedagogy courses; MAT pedagogy courses have already been approved by MDE.

³ when the topic is Japan

⁴ when topic is Japanese cinema

⁵ when topic is Japanese cinema

⁶ when topic is Japanese literature

**Standards for the Preparation of Teachers of Japanese (FL)
Content/Guidelines Standards Matrix**

College/University	OAKLAND UNIVERISTY	Code	FL
Source of Guidelines/Standards	Standards for the Preparations of Teachers Michigan State Board of Education, July 13, 2004	Program/Subject Area	Japanese

Requirements for the Japanese (FL) endorsement options:

- Elementary or secondary major of at least 30 semester hours
 - Elementary or secondary minor of at least 20 semester hours
 - K-12 major (additional standards are required for K-12 programs)
 - Additional endorsement of at least 20 semester hours or 30 hours for K-12 endorsement
- Prerequisite:** To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale).

The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge of**
- B = Basic: Ability to understand and apply**
- C = Comprehensive: High level of understanding, applying, and reflecting**
- * = These standards do not have levels of proficiency. Programs either meet, or do not meet, these standards.**

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
1.0	Language, Linguistics, Comparisons Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
1.1	At least an advanced low level of speaking, listening, reading, and writing proficiency in the target language using a variety of testing protocols, including assessment of interpersonal, interpretive, and presentational communication.	*	Elementary	
			Major: JPN 314, JPN 316, JPN 318, JPN 351 (e ⁷), JPN 370, JPN 408 MTTC Japanese Oral Proficiency Interview (OPI)	Minor: JPN 314, JPN 316, JPN 318, JPN 351 (e), JPN 370, JPN 408 (e) MTTC Japanese Oral Proficiency Interview (OPI)
			Secondary	
			Major:	Minor: JPN 314, JPN 316, JPN 318, JPN 351 (e), JPN 370, JPN 408 (e) MTTC Japanese Oral Proficiency Interview (OPI)
			K-12	
			Major: JPN 314, JPN 316, JPN 318, JPN 351 (e), JPN 370, JPN 408 (e), 400 level Japanese literature class(es) ⁸ MTTC Japanese Oral Proficiency Interview (OPI)	

⁷ designates *elective class*

⁸ At the moment there is only one 400-level Japanese lit class [JPN 420], but as the program grows more 400-level Japanese lit class will be added and these will all be developed to address the same standards.

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 1.1			
<ul style="list-style-type: none"> • Standard 1.1 does not have levels of proficiency. Programs either meet, or do not meet, Standard 1.1. • Candidates' proficiency in the target language is assessed: <ul style="list-style-type: none"> ○ by faculty throughout each course using a variety of oral and written activities: Q/A sessions, skits, role plays, debates, presentations, compositions, essays, research papers, student-made videos and exams and final exams ○ speaking during conversation classes JPN 316 and JPN 408 ○ writing during composition classes JPN 318 and JPN 408 ○ by methods teacher in EED 428 and SED 428 ○ MTTC for Japanese—all candidates must pass major and minor content area MTTC tests before student teaching [listening, reading and writing] ○ Oral Proficiency Interview (OPI) administered by ACTFL trained rater before beginning student teaching [speaking] ○ by cooperating teacher and university supervisor on the midterm and final student teaching evaluations 			
1.2	Knowledge of the linguistic elements of English and its varieties.	C	Elementary
			Major: JPN 314; JPN 355 and 455 (e) Minor: JPN 314 JPN 355 and 455 (e)
			Secondary
			Major: Minor: JPN 314; JPN 355 and 455 (e)
			K-12
			Major: JPN 314; JPN 355 and 455 (e); LIT 100 [or IS 300 ⁹ , AH 301, HST 370, HST 371, HST 372, CIN 350 ¹⁰ , LIT 251 ¹¹ , LIT 375 ¹²]

⁹ when the topic is Japan

¹⁰ when topic is Japanese cinema

¹¹ when topic is Japanese cinema

¹² when topic is Japanese literature

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 1.2				
	<ul style="list-style-type: none">• C = Comprehensive: High level of understanding, applying, and reflecting on Standard 1.2.• candidates study the linguistic elements of the target language and of English in:<ul style="list-style-type: none">○ in JPN 314 by comparing the elements in the respective languages and by translating material from Japanese to English and English to Japanese to demonstrate similarities and differences in syntax [also in electives JPN 355 and 455]○ in electives JPN 355 and 455 translating from Japanese to English and English to Japanese literary pieces from many different cultural/social and dialectical levels○ in LIT 100 [Asian literature in English translation conducted solely in English] [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]<ul style="list-style-type: none">▪ by observing the semantic and syntactic elements of expression and the linguistic complexity of literary pieces▪ by observing and discussing the use of time, tense, gender, syntax, style, etc., in many literary genres▪ the course is required of K-12 Japanese majors and is recommended to fulfill Oakland University General Education and/or College of Arts and Sciences Distribution requirements for elementary Japanese teaching majors and minors and secondary Japanese teaching minors• candidates' command of English, including the correct use of linguistic elements is assessed:<ul style="list-style-type: none">○ on the MTTC—Basic Skills exam required for all candidates prior to admission to any teacher preparation program○ in EED 428, SED 428 and SED 427 via candidates' written reflections on lesson plans and micro teach activities, communications with the methods instructor, presentations in the methods class, written reaction papers associated with final projects and the final oral interview with the EED 428 and SED 428 instructor○ in LIT 100 [Asian literature in English translation conducted solely in English] [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] in every discussion, debate or other oral presentation and in every written assignment and midterm and final exams			
1.3	An understanding of the dynamic nature of language systems and demonstrate competency in helping students acquire and use English and the target language in listening, speaking, reading, and writing for social and academic purposes.	B	Elementary	
			Major: JPN 316, 318 and 408(e); EED 428, EED 455	Minor: JPN 316, 318 and 408 (e); EED 428, EED 455
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: JPN 316, 318 and 408 (e); SED 428, SED 455
			K-12	
			Major: JPN 316, 318 and 408; EED 428, SED 428, SED 455	
Explanation for 1.3				
	<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 1.3.• Candidates’ understanding of the dynamic nature of language systems is assessed:<ul style="list-style-type: none">○ all Oakland University students take one or two rhetoric classes to meet the General Education requirements○ by asking candidates to write compositions and essays in conversation and composition classes (JPN 316 and 408)○ by asking candidates to write and perform skits and role playing in conversation and compositions classes (JPN 316, 318 and 408)○ by asking candidates to demonstrate the use of various registers, levels of sophistication and current usage (JPN 316, 318 and 408)• Candidates demonstrate a high level of competence in teaching language:<ul style="list-style-type: none">○ by preparing and presenting micro teaching lessons that are assessed by the instructor (EED 428 and SED 428)○ during each of the early field experiences○ during the internship where their performance is assessed by the university supervisor and the cooperating teacher (EED/SED 455)			
1.4	Knowledge of the similarities and differences between English and the target languages.	B	Elementary	
			Major: JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428	Minor: JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428
			Secondary	
			Major:	Minor: JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428
			K-12	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major: JPN 314; (e) JPN 355 and 455 (e) EED 428, SED 428	
Explanation for 1.4				
	<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 1.4.• Candidates demonstrate knowledge of similarities and differences:<ul style="list-style-type: none">○ in JPN 314 and JPN 355 by translating material from Japanese to English and English to Japanese to demonstrate similarities and differences in syntax [also in elective JPN 455]○ in JPN 314 and JPN 355 by comparing idioms, loan words from other languages and characters of Chinese origin [also in elective JPN 455]○ in JPN 314 and JPN 355 by comparing phonological, morphological and syntactical analyses of English and Japanese [also in elective JPN 455]○ in JPN 314 and JPN 355 on a variety of oral and written tests, presentations, essays, and midterm and final exams○ [also on translation projects in JPN 355; also in elective JPN 455]○ by methods teacher (EED 428 and SED 428)○ by cooperating teacher and university supervisor on the midterm and final student teaching evaluations			
2.0	Cultures, Literatures, Cross-Disciplinary Concepts Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
2.1	Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support student learning.	A	Elementary	
			Major: EED 310, EED 420, RDG 338, EED 428 and EED 455; JPN 351 (E); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]	Minor: EED 310, EED 420, RDG 338, EED 428 and EED 455; JPN 351; LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: RDG 338, SED 427, SED 428 and SED 455; JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]
			K-12	
			Major: RDG 338, EED 420, SED 427, EED 428 and SED 428 and SED 455; JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]	
Explanation for 2.1				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 2.1.• Candidates demonstrate the knowledge of cultural practices, products and perspectives:• in JPN 351 (e) by investigating and discussing the role language (dialects, sociolects, etc.) play in cultural identity• by designing micro-lessons with culturally authentic and age appropriate cultural context (SED 427, EED 428 and SED 428)• by designing all lessons for their unit and daily lessons during the internship within a culturally authentic and age appropriate cultural context (EED/SED 455)• by explaining and justifying their philosophy on teaching culture in the final oral interview (EED 428 and SED 428)• in discussions with cooperating teacher about including culture in language instruction and activities				
2.2	Application of knowledge and understanding of how cultural groups and students’ cultural identities affect language learning and school achievement.	A	Elementary	
			Major: EED 428, EED 420, EED 455; SE 355 ¹³	Minor: EED 428, EED 420, EED 455; SE 355
			Secondary	
			Major:	Minor: SED 428; SED 455; SE 355
			K-12	
			Major: EED 428 and SED 428; EED 420; SE 355	

¹³ SE 401, which addresses the same standards, may be taken in cases of scheduling conflict

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 2.2				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 2.2.• Candidates demonstrate their knowledge of cultural groups and identities:<ul style="list-style-type: none">○ by analyzing for each lesson the distribution of a cultural product, practice or perspective within or between cultures (EED 428 and SED 428)○ by using in their micro-teach lessons, classroom presentations/demonstrations, early field experiences and the internship a variety of lesson designs, activities and materials that meet the needs of students with differing background, background knowledge and diverse learning styles (SED 300, FE 506, EED 420, EED 428, SED 428 and EED/SED 455)○ by designing instruction in the internship based on an analysis of the learning context (EED/SED 455)○ by preparing adaptations to each lesson plan to accommodate diverse learners (SE 355, SE 355, EED 420, EED/SED 455)				
2.3	An understanding of the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.	B	Elementary	
			Major: <ul style="list-style-type: none">• JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]• JPN 370• 400 level Japanese literature class(es)	Minor: <ul style="list-style-type: none">• JPN 351 (e); LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]• JPN 370• 400 level Japanese literature class(es)
			Secondary	
			Major:	Minor: <ul style="list-style-type: none">• JPN 351[what else?]• JPN 370• 400 level Japanese literature class(es)
			K-12	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			Major: <ul style="list-style-type: none"> JPN 351; LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] JPN 370 400 level Japanese literature class(es)
Explanation for 2.3			
<ul style="list-style-type: none"> B = Basic: Ability to understand and apply Standard 2.3. In virtually every Japanese language, literature, culture/civilization and translation class candidates will learn that <ul style="list-style-type: none"> language is intrinsic to the expression of culture language communicates values, beliefs and customs language has important social functions language fosters feelings of group identity and solidarity language is a means by which culture, traditions and shared values may be conveyed and preserved Candidates demonstrate their ability to understand and interpret text and use it to interpret cultural values: <ul style="list-style-type: none"> by discussing and analyzing detailed questions about a variety of texts (JPN 351, JPN 370, 400 level Japanese literature classes, LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]) by working orally in groups to analyze texts <ul style="list-style-type: none"> directed and straightforward analysis (JPN 370) <ul style="list-style-type: none"> K-12 Japanese majors are required to take this course elementary majors and minors and secondary minors are required to take JPN 370 detailed and more sophisticated analysis (400 level Japanese literature class(es)) by writing essays and test items which analyze texts at appropriate levels (JPN 370; 400 level Japanese literature class(es)) LIT 100 [in English] [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] <ul style="list-style-type: none"> by comparing and discussing, orally and in written essays, the ways authors from Asian countries incorporate culture, values, beliefs, customs, social functions, group identity and solidarity, etc., in their literary works the course is required of K-12 Japanese majors and is recommended to fulfill Oakland University General Education and/or College of Arts and Sciences Distribution requirements 			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
2.4	An understanding of the connections among perspectives of cultures, their practices and products, and be able to make comparisons.	B	Elementary	
			Major: <ul style="list-style-type: none"> JPN 351 LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] 	Minor: <ul style="list-style-type: none"> JPN 351 LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]
			Secondary	
			Major:	Minor: <ul style="list-style-type: none"> JPN 351 LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375]
			K-12	
			Major: <ul style="list-style-type: none"> JPN 351 [what else?] LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] 	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 2.4				
<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 2.4.• Candidates will demonstrate their ability to understand the connections among perspectives of cultures, their practices and products and to be able to make comparisons by:<ul style="list-style-type: none">○ in JPN 351○ by discussing and comparing aspects Japan or other regions where Japanese is spoken and comparing it with their native country○ in LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] by discussing and comparing a variety of texts and media from various Asian countries and by comparing them to English language texts and media with which they are familiar from previous experience and, in some sections, by presenting the same in their individual final projects○ in LIT 100 [or IS 300, AH 301, HST 370, HST 371, HST 372, CIN 350, LIT 251, LIT 375] by writing comparisons of texts and media from various Asian countries and by comparing them to English language texts and media with which they are familiar from previous experience in essays, reading journals, mid-term and final exams and short papers				
2.5	Ability to recognize distinctive cultural viewpoints of multiple content areas available only through the target language.	A	Elementary	
			Major: <ul style="list-style-type: none">• JPN 351; EED 428, EED 455	Minor: <ul style="list-style-type: none">• JPN 351; EED 428, EED 455
			Secondary	
			Major:	Minor: <ul style="list-style-type: none">• JPN 351; SED 428, SED 455
			K-12	
			Major: <ul style="list-style-type: none">• JPN 351; EED 428, EED 455; EED 428 and SED 428; EED 455 or SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 2.5			
<ul style="list-style-type: none"> • A = Awareness: Possesses general knowledge of Standard 2.5. • In the methods classes (EED 428 and SED 428) candidates will demonstrate a basic understanding distinctive cultural viewpoints of multiple content areas available only through the target language by: <ul style="list-style-type: none"> ○ researching and reporting on school content common in Japanese settings ○ researching and reporting on literature common to native speakers of Japanese such as short stories, poems, rhymes, songs, etc. ○ researching and reporting on concepts learned in other subjects such as counting, family relationships and opposites; weather, math facts, measurements, animals, geographical concepts, etc. ○ researching and reporting on common leisure time activities common among students in Japan such as sports and games; attending sporting events; hobbies and crafts; family outings such as going to the zoo, visiting a museum, etc.; altruistic activities such as hospital visits to sick children, entertaining the elderly, or other volunteer work ○ by discussing and comparing the results of their own research with colleagues in the methods classes 			
3.0	Language Acquisition Theories and Instructional Practices Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
3.1	An understanding of language acquisition theories and research.	B	Elementary
			Major: EED 428 and SED 428 Minor: EED 428 and SED 428
			Secondary
			Major: Minor: EED 428 and SED 428
			K-12
			Major: EED 428 and SED 428

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation or 3.1				
B = Basic: Ability to understand and apply Standard 3.1. In EED 428 and SED 428 candidates will demonstrate that they understand language acquisition theories by investigating, via journal articles and Internet websites, research on past and present approaches to language acquisition by discussing and comparing in class the history and aims of various language acquisition by discussing and comparing textbooks that represent various past and current language acquisition theories and identifying the particular theory/theories on which the text(s) were developed by discussing the history and aims of various language acquisition theories with the instructor in the final oral interview During the internship experience (EED 428 or SED 428) candidates will demonstrate that they are able to apply current language acquisition theories <ul style="list-style-type: none">by designing and implementing lesson plans within the context of the particular language acquisition theory on which the text is based				
3.2	Ability to use language acquisition knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428 and SED 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 3.2			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
			<ul style="list-style-type: none"> ● B = Basic: Ability to understand and apply Standard 3.2. ● Candidates will demonstrate that they can create a supportive classroom learning environment <ul style="list-style-type: none"> ○ by creating appropriate lesson plans for field experiences, the methods class(es) and the internship that <ul style="list-style-type: none"> ▪ take into consideration individual student needs ▪ that include all students rather than excluding some ▪ allow students to take part in planning and implementing some activities ▪ allow students to take the risk of expressing themselves in Japanese ▪ incorporate homework that is learning work rather than busy work ○ by creating and demonstrating appropriate micro teach activities (EED 428 and SED 428) ○ by creating and implementing appropriate classroom activities (EED/SED 455) ○ by modeling correct language usage rather than direct error correction ○ by providing samples of “commenting” on student writing rather direct error correction in the methods class(es) ● Candidates will demonstrate that they are able to supply appropriate target language input <ul style="list-style-type: none"> ○ by using as much Japanese as possible in all field experiences, in micro teach (EED 428 and SED 428) and student teaching (EED/SED 455) situations for <ul style="list-style-type: none"> ▪ greeting students in the hallways and as they enter the classroom ▪ “chatting” with the students about events of interest in their lives ▪ routine classroom instructions ▪ interesting and engaging pair and small group activities ▪ oral and written quizzes and tests that allow the students to show how much language they are learning ● Candidates will demonstrate in micro teach (EED 428 and SED 428) and student teaching (EED/SED 455) situations that they are able to provide opportunities for negotiation of meaning and meaningful interaction <ul style="list-style-type: none"> ○ by showing appreciation for student responses ○ by helping students self correct their responses ○ by asking follow-up questions ○ by encouraging other students to ask questions or add information to classmates’ responses ○ by encouraging students to initiate conversation, especially in Japanese

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.3	A variety of instructional practices that produce language outcomes through an articulated program that addresses the needs of diverse language learners.	B	Elementary	
			Major: EED 428, SE 355, EED 455	Minor: EED 428, SE 355, EED 455
			Secondary	
			Major:	Minor: SED 428, SE 355, SED 455
			K-12	
			Major: EED 428 and SED 428, SE 355, EED/SED 455	
Explanation for 3.3				
<ul style="list-style-type: none">● B = Basic: Ability to understand and apply Standard 3.3.● in EED 428 and SED 428 candidates will<ul style="list-style-type: none">○ investigate and discuss a variety of current best practices for teaching Japanese○ investigate and discuss the various ways people learn○ create and share with the class learning activities for different developmental levels○ modify learning activities to allow diverse learners to perform at an appropriate level for their abilities○ modify assessment activities to allow diverse learners to perform at an appropriate level for their abilities● in EED/SED 455 teaching interns will<ul style="list-style-type: none">○ create and implement daily/weekly/unit plans that<ul style="list-style-type: none">▪ make use of current best practices for teaching Japanese▪ fit into the overall plan for the semester/year▪ organize the plan around meaningful tasks and real-life communicative outcomes rather than grammar points▪ provide instruction and activities at appropriate developmental level▪ sequence instruction and activities to insure that students acquire new skills in a logical manner▪ provide learning activities to allow diverse learners to perform at an appropriate level for their abilities▪ provide assessment activities to allow diverse learners to perform at an appropriate level for their abilities○ analyze the success of the plan, activities, assessment, etc., in terms of communicative outcomes				

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
3.4	Knowledge and use of a variety of strategies for instructional management that facilitates language acquisition and student achievement for second language learners.	B	Elementary	
			Major: EED 428, EED 420, EED 455	Minor: EED 428, EED 420, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428 and SED 428, EED 420, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 3.4			
<ul style="list-style-type: none"> ● B = Basic: Ability to understand and apply Standard 3.4. ● Candidates will demonstrate that they are gaining knowledge of a variety of strategies for instructional management that facilitate language acquisition and student achievement for second language learners <ul style="list-style-type: none"> ○ in field experiences students will have the opportunity to observe a variety of instructional management styles in foreign language classrooms and in the classrooms of their minor area ○ by keeping an anecdotal [attendance] record and reflective summaries of field experiences, they will have a record for reference in other classes in the professional sequence, particularly SED 300, SED 427 and the foreign language methods classes, EED 428 and SED 428 ○ in SED 427 <ul style="list-style-type: none"> ▪ by investigating issues of instructional management in their minor field, making observations and reporting observations ○ in EED 428 and SED 428 candidates will demonstrate the knowledge of strategies for instructional management <ul style="list-style-type: none"> ▪ by investigating issues of instructional management, making observations and reporting observations ▪ by discussing and comparing how different strategies for instructional management facilitate language acquisition ▪ by discussing how language acquisition theory translates into application for teaching ● Candidates will demonstrate that they are able to use appropriate strategies for instructional management that facilitate language acquisition and student achievement for second language learners <ul style="list-style-type: none"> ○ in early field experiences candidates may have the opportunity to create mini-lessons that match the instructional management style of the model teacher ○ in EED 455 and SED 455 interns will have the opportunity to create and implement daily/weekly/unit plans that <ul style="list-style-type: none"> ▪ make use of current best practices for teaching Japanese ▪ make use of appropriate instructional management to facilitate the particular facilitate language acquisition approach of the class/school/district in which they are doing their internship ▪ analyze the success of the plan, activities, assessment, etc., in terms of second language learner achievement 			
4.0	Integration of Standards Into Curriculum and Instruction Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
4.1	An understanding of the standards and benchmarks of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> in curricular planning	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 427 & 428, SED 455
			K-12	
			Major: EED 428, SED 427 & 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.1				
<ul style="list-style-type: none">● B = Basic: Ability to understand and apply Standard. 4.1● Candidates will demonstrate that they are gaining knowledge of the standards and benchmarks of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> in curricular planning<ul style="list-style-type: none">○ in field experiences candidates by observing how model teachers apply the standards in foreign language classrooms and in the classrooms of their minor area○ in SED 427<ul style="list-style-type: none">▪ by investigating what the standards in their minor field are and how they are applied; by making observations and reporting observations○ in EED 428 and SED 428 candidates will demonstrate the knowledge of standards and benchmarks<ul style="list-style-type: none">▪ by informing themselves about the features of the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i>▪ by informing themselves about how the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> may be applied in the foreign language classroom▪ by discussing and comparing how different standards facilitate language acquisition▪ by discussing how the standards translate into application for teaching● Candidates will demonstrate that they are able to apply the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i><ul style="list-style-type: none">○ in early field experiences; candidates may have the opportunity to create mini-lessons that address one or more standards○ in EED/SED 455 interns will have the opportunity to create and implement daily/weekly/unit plans that<ul style="list-style-type: none">▪ identify and apply the standards for classroom instruction/activities, related outside activities and for assessment				
4.2	Ability to integrate the <i>Standards for Foreign Language Learning</i> and the <i>Michigan Curriculum Framework</i> into language instruction.	B	Elementary	
			Major: EED 428; EED 455	Minor: EED 428; EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major: EED 428 and SED 428; EED/SED 455	
Explanation for 4.2				
<ul style="list-style-type: none">● B = Basic: Ability to understand and apply Standard 4.2.● Candidates will demonstrate that they are able to integrate the <i>Michigan Curriculum Framework and Standards for Foreign Language Learning</i> into language instruction<ul style="list-style-type: none">○ in early field experiences; candidates may have the opportunity to create mini-lessons that address one or more standards○ in EED 428 and SED 428 by planning and demonstrating micro-teach activities○ in EED/SED 455 by creating and implementing daily/weekly/unit plans that<ul style="list-style-type: none">▪ identify and apply the standards for classroom instruction/activities, for related outside activities and for assessment				
4.3	Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students’ experiences and skills of home and community.	A	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428 and SED 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.3				
<ul style="list-style-type: none">● A = Awareness: Possesses general knowledge of Standard 4.3.● Candidates will demonstrate that they understand how to use standards and benchmarks to evaluate, select, design, and adapt instructional resources<ul style="list-style-type: none">○ in EED 428 and SED 428 by investigating and discussing<ul style="list-style-type: none">▪ how to conduct needs assessments for the classroom and how the data can be used to make decisions about what to teach, how to teach it and what instructional recourses will complement the textbook materials▪ how the standards and benchmarks influence teaching plans▪ how to integrate instructional resources into daily/weekly/unit plans▪ how to use standards and benchmarks to evaluate and improve program quality○ in EED/SED 455 by discussing with the cooperating teacher how to incorporate standards and benchmarks into every phase of lesson planning and implementation● Candidates will demonstrate that they understand how to connect curriculum to students’ experiences and skills of home and community<ul style="list-style-type: none">○ in EED 428 and SED 428 by investigating and discussing<ul style="list-style-type: none">▪ how to assess the experiences and skills of home and community students bring to the classroom▪ how to incorporate the same into the daily/weekly/unit plans○ in EED/SED 455 by working with the cooperating teacher to<ul style="list-style-type: none">▪ identify the standards and benchmarks that the particular school district uses for instructional planning▪ understand how to incorporate those standards and benchmarks into every phase of lesson planning and implementation				
4.4	Ability to serve as an effective model of English and the target language for developing listening, speaking, reading, and writing skills.	C	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428. SED 455
			K-12	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major: EED 428 and SED 428; EED/SED 455	
Explanation for 4.4				
<ul style="list-style-type: none">C = Comprehensive: High level of understanding, applying, and reflecting on Standard 4.4.Candidates will demonstrate that they are able to serve as an effective model of English and the target language for developing listening, speaking, reading and writing skills:<ul style="list-style-type: none">by faculty throughout each course using a variety of oral and written activities: Q/A sessions, debates, presentations, compositions, essays, research papers, and exams and final examsspeaking during conversation classes JPN 316 and JPN 408writing during composition classes JPN 318 and GRM & SPN 408by methods teacher in EED 428 and SED 428MTTC Basic Skills for English— all candidates must pass MTTC Basic Skills before being admitted to teacher preparation programsMTTC for Japanese—all candidates must pass major and minor content area MTTC tests before student teachingOral Proficiency Interview (OPI) administered by ACTFL trained rater before beginning student teachingby the correct use (as judged by the cooperating teacher and the university supervisor) of both English and Japanese during the internship (EED/SED 455)				
4.5	Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the target language.	A	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428. SED 455
			K-12	
			Major: EED 428 and SED 428; EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.5				
<ul style="list-style-type: none">● A = Awareness: Possesses general knowledge of Standard 4.5. <p>4.5 Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the target language.</p> <ul style="list-style-type: none">● Candidates will demonstrate that they can identify strategies that promote student competence in using critical thinking skills<ul style="list-style-type: none">○ in EED 428 and SED 428<ul style="list-style-type: none">▪ by defining <i>critical thinking</i> and identifying activities that allow learners to develop critical thinking skills○ in EED/SED 455 by discussing with the cooperating teacher how to structure activities to encourage critical thinking in the classroom● Candidates will demonstrate that they understand how to promote critical thinking in conjunction with learning the target language<ul style="list-style-type: none">○ in EED 428 and SED 428 by investigating and discussing<ul style="list-style-type: none">▪ by discussing how to adapt activities that promote critical thinking to the world language classroom▪ how to incorporate the same into the daily/weekly/unit plans○ in EED/SED 455 by working with the cooperating teacher to<ul style="list-style-type: none">▪ identify how critical thinking can be incorporated in the current plan▪ develop classroom activities that allow students use critical thinking skills				
4.6	Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in effective world language and content teaching.	B	Elementary	
			Major: EED 428, EED 455; IST 396	Minor: EED 428, EED 455; IST 396
			Secondary	
			Major:	Minor: SED 428. SED 455; IST 397
			K-12	
			Major: EED 428 and SED 428; EED/SED 455; IST 397	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.6				
<ul style="list-style-type: none">● B = Basic: Ability to understand and apply Standard 4.6.● in IST 396 or IST 397 candidates will learn to use technologies that will allow them to adapt a wide range of materials for use in the world language classroom● in EED 428 and SED 428 candidates will examine and discuss<ul style="list-style-type: none">○ standards-based textbooks (and their ancillaries) most commonly used in area schools○ age appropriate materials that can be adapted to use in the world language classroom, such as books of puzzles and other word games, suitable movies in Japanese, poems, songs, etc○ Japanese Internet sites that can be used by the learners to enhance the textbook materials, for instance, real estate sites, health and fitness sites, news and other information sites, restaurant websites, cooking sites, etc.● in field experiences candidates will discuss observe how the model teacher incorporates age appropriate materials from a wide range of sources in the world language classroom● in EED/SED 455 candidates will demonstrate that they can adapt age appropriate materials from a wide range of sources for use in the world language classroom and incorporate them into the daily/weekly/unit plans				
4.7	Skills in supporting world language students as they access the core curriculum and learn language and academic content together.	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.7				
<ul style="list-style-type: none">● B = Basic: Ability to understand and apply Standard 4.7.● in EED 428 and SED 428 candidates will<ul style="list-style-type: none">○ become familiar with the Michigan Core Curriculum Framework○ discuss how language classes can incorporate academic content in the world language classroom○ investigate and discuss how use information technology can be used to support the incorporation of academic content in the world language classroom○ create vocabulary lists and learning activities that will enable students to access content in core courses○ create graphic organizers for use of world language students as they encounter academic content in Japanese● in EED/SED 455 teaching interns will, in so much as the curriculum of the host school will allow, create and implement lessons that are based on academic content and taught in Japanese				
4.8	Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual learners.	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 4.8				
<ul style="list-style-type: none">● B = Basic: Ability to understand and apply Standard 4.8.● in EED 428 and SED 428 candidates will<ul style="list-style-type: none">○ investigate and discuss past and current second language teaching methodologies○ investigate and discuss current best practices for second language classrooms○ present micro teach activities commensurate with current best practices for second language acquisition● in EED/SED 455 candidates will develop and implement daily/weekly/unit lesson plans that<ul style="list-style-type: none">○ employ current best practices for second language acquisition○ take into consideration a reasonable range of appropriate resources○ are sensitive to the needs of individual learners				
5.0	Assessment of Languages and Cultures Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
5.1	Knowledge of the ongoing nature of assessment and multiple age- and level-appropriate ways to assess that provides purposeful outcome data.	B	Elementary	
			Major: EED 310, EED 428, EED 455	Minor: EED 310, EED 428, EED 455
			Secondary	
			Major:	Minor: SED 300, SED 427, SED 428, SED 455
			K-12	
			Major: EED 428, SED 300, SED 427, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 5.1				
<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 5.1.• in the methods classes candidates will investigate and discuss assessment in all its facets• during field experiences candidates will have opportunities to observe the assessment practices of the model teachers• during the internship candidates will have the opportunity to participate in assessment practices of the cooperating teacher				
5.2	Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of outcome data to determine the direction of instruction.	A	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 5.2				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 5.2.• in the methods classes candidates will investigate and discuss assessment in all its facets, including the ways assessment should be used to adjust instruction (EED 428 and SED 428)• during field experiences candidates will have opportunities to<ul style="list-style-type: none">○ observe the ways in which model teachers adjust instructions based on assessment results• during the internship candidates will have the opportunity to• participate in assessment practices of the cooperating teacher, including modification of syllabi, exams and course content to reflect assessment results (EED/SED 455)				

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
5.3	Ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the interpretations and decisions based on the information.	B	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 5.3				
<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 5.3.• in the methods classes candidates will learn the importance of interpreting and communicating the results of student performances<ul style="list-style-type: none">○ to the students via grades and comments on work, during conferences with individual students and official grade reporting○ to the parents at conferences and in e-mail and other written communications○ to the administration for purposed of official grade posting• during early field services candidates will be able to observe how the model teachers use the results of student performances• during the internship candidates will have an opportunity to participate in evaluation of student performance and to interpret and communicate the results<ul style="list-style-type: none">○ to the students via grades and comments on work, during conferences with individual students and official grade reporting○ to the cooperating teacher in daily/weekly conferences about student achievement and performance○ to the parents at conferences and in e-mail and other written communications under the supervision of the cooperating teacher○ to the administration for purposed of official grade posting as permitted by the cooperating teacher and school district policies				
5.4	Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors).	A	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 5.4				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 5.4.• in the methods classes candidates will investigate and discuss assessment in all its facets, including issues such as cultural and linguistic bias, social, psychological and political factors (EED 428 and SED 428)• during field experiences candidates will have opportunities to<ul style="list-style-type: none">○ discuss aspects of assessment with model teachers• during the internship candidates will have the opportunity to<ul style="list-style-type: none">○ discuss aspects of assessment with the cooperating teacher (EED/SED 455)				
5.5	Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of world language student	B	Elementary	
			Major: EED 428, EED 455, SE 355	Minor: EED 428, EED 455, SE 355
			Secondary	
			Major:	Minor: SED 428, SED 455, SE 355
			K-12	
			Major: EED 428, SED 428, EED/SED 455, SE 355	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation or 5.5				
<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 5.5.• in the methods classes candidates will investigate and discuss assessment in all its facets, including the importance of collecting and using assessment data (EED 428 and SED 428) and placement of exceptional learners [SE 355 and SE 355]• during field experiences candidates will have opportunities to<ul style="list-style-type: none">○ observe how model teachers collect and use assessment data• during the internship candidates will have the opportunity to<ul style="list-style-type: none">○ participate in the collection of assessment data with the cooperating teacher and to observe how the collected date is used by the cooperating teacher, her department and the school (EED/SED 455)				
6.0	Professionalism Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
6.1	Linguistic and cultural competence through reflective practices.	B	Elementary	
			Major: EED 310, EED 428, EED 455	Minor: EED 310, EED 428, EED 455
			Secondary	
			Major:	Minor: SED 300, SED 427, SED 428, SED 455
			K-12	
			Major: SED 300, SED 427, EED 428, SED 428, EED/SED 455	
Explanation for 6.1				
<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 6.1.• In every methods class and for every field experience, and especially during the internship, candidates are required to keep a reflective journal/reflective summary in which they record not only the activities of their experiences, but also their reflections upon those experiences; those experiences are often shared with instructors/professors, model teachers, cooperating teachers and university field supervisors				
6.2	Knowledge of the value of	B	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	multilingualism to the overall success of all students and understands the teacher’s role as an advocate for students, colleagues, and members of the community in promoting multilingualism.		Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 6.2				
<ul style="list-style-type: none">• B = Basic: Ability to understand and apply Standard 6.2.• In EED 428 and SED 428 candidates will investigate and discuss<ul style="list-style-type: none">○ the value of multilingualism in our society○ the duty of educators as advocates for students, colleagues and members of the community in promoting multilingualism• During the internship candidates will have the opportunity to observe the role of cooperating teachers and administrators in the school in relation to promotion of multilingualism, i.e., world language programs (EED/SED 455)				
6.3	Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.	C	Elementary	
			Major: EED 310, EED 428, EED 455	Minor: EED 310, EED 428, EED 455
			Secondary	
			Major:	Minor: SED 300, SED 427, SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
Explanation for 6.3			
<ul style="list-style-type: none"> • C = Comprehensive: High level of understanding, applying, and reflecting on Standard 6.3 • In every course in the professional sequence candidates will be encouraged to <ul style="list-style-type: none"> ○ join professional organization for language teachers [MiWLA, ACTFL/AATF, AATG, AATSP] and to read the journals that are published by those organizations ○ join at least one electronic listserve [FL-TEACH] and to participate in online discussions associated with the listserve(s) ○ investigate summer institutes or travel and study abroad programs where they will be able to improve language proficiency and to observe first hand the changes in popular culture and language in the countries where Japanese is spoken ○ investigate the opportunities professional development centers such as the ISD for the county in which the intern experience is done and later the first job • by discussing their plan for professional development during the first five years of teaching in the final oral interview with the methods professor(s) (EED 428 and SED 428) • as candidates go out in to the field, they will be encouraged to <ul style="list-style-type: none"> ○ take advantage of professional development activities in the school district where they become employed ○ take an active part in a mentoring program for new teachers ○ take time to reflect on their teaching experience and to keep a journal ○ attend professional meetings and conferences and to develop and present sessions ○ participate in the network of OU foreign language teaching alumni via e-mail and annual gatherings ○ engage in research relative to their own classrooms and to share the results with their colleague ○ to investigate summer programs where they will continue to improve language proficiency and to observe first hand the changes in popular culture and the living language in Japan or in other regions where Japanese is spoken ○ to experiment with innovate instructional technologies ○ to examine newly published instructional materials 			

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
6.4	Knowledge of legislative impact on the teaching in programs for world languages, limited-English proficient students, and bilingual education.	A	Elementary	
			Major: EED 310, EED 428, EED 455, SE 355	Minor: EED 310, EED 428, EED 455, SE 355
			Secondary	
			Major:	Minor: SED 300, SED 427, SED 428, SED 455, SE 355
			K-12	
			Major: SED 300, SED 427, EED 428, SED 428, EED/SED 455, SE 355	
Explanation for 6.4				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 6.4.• in all EED and SED classes candidates will investigate and discuss legislative impact on education, particularly dealing with language learning and with the exceptional learner• in SE 355 [or SE 401] candidates will investigate and discuss legislative impact on education, particularly dealing with the exceptional learner• during the internship the subject is likely to be addressed by the cooperating teacher and/or administrator; in election years the likelihood is that the subject will be more in evidence (EED/SED 455)• Possibly, in a very limited way, candidates may be exposed to discussions about legislative issues in education in the early field experiences				
6.5	Knowledge of the teacher’s role as a professional within a discipline.	A	Elementary	
			Major: EED 428, EED 455, SE 355	Minor: EED 428, EED 455, SE 355

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Secondary	
			Major:	Minor: SED 428, SED 455, SE 355
			K-12	
			Major: EED 428, SED 428, EED/SED 455, SE 355	
Explanation for 6.5				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 6.6.• the teacher’s role as a professional will be addressed in every EED and SED class, in both SE classes, in the seminars associated with EED/SED 455 and certainly by the cooperating teacher and the university field supervisor during the internship (EED/SED 455)• the teacher’s role as a professional is likely to be addressed by model teachers during early field experiences				
6.6	Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.	A	Elementary	
			Major: EED 420, 428 and 354; SE 355	Minor: EED 420, 428 and 354; SE 355
			Secondary	
			Major:	Minor: SED 428, SE 355
			K-12	
			Major: EED 428 and SED 428, SE 355	
Explanation for 6.6				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 6.6.• Knowledge of the history and current state of teaching world languages and the special needs of the limited-English proficient students and bilingual students will be addressed in the Managing the Classroom Community of U.S. Diverse Learners (EED 420), Instructional Design and Assessment (EED 354) and methods classes (EED 428 and SED 428)• Legislative, public policy and advocacy issues as they apply to all students will be addressed in methods classes (EED 428 and SED 428)• Legislative, public policy and advocacy issues as they apply to students with special needs will be addressed in the special education classes (SE 355 or SE 401)				

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
6.7	An ability to serve as a professional resource, an advocate for students, and an ability to build partnerships with students’ families and communities.	A	Elementary	
			Major: EED 455	Minor: EED 455
			Secondary	
			Major:	Minor: SED 455
			K-12	
			Major: EED/SED 455	
Explanation for 6.7				
<ul style="list-style-type: none">• A = Awareness: Possesses general knowledge of Standard 6.7.• During the intern experience (EED/SED 455) candidates will be expected to demonstrate the ability to• serve as a professional resource and an advocate for students• interact with parents and other family members at parent/teacher conferences and at other activities such as Foreign Language Week, International Week, etc.• interact with members of the community through activities and assignments that will take their students out into the community to observe, interview, etc., representatives of other cultures and especially native speakers of Japan				
7.0	Institutional Resources, Coordination, and Commitment Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.			
7.1	The program provides an administrative and governance structure that encourages collaboration across content and teacher preparation programs.	*	Elementary	
			Major: [see explanation for 7.1]	Minor: [see explanation for 7.1]
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: [see explanation for 7.1]
			K-12	
			Major: [see explanation for 7.1]	
Explanation for 7.1				
<ul style="list-style-type: none">• This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.1.• Elementary program description at http://www2.oakland.edu/oakland/ouportal/index.asp?item=1715&name=ELE+Program+Description&site=55• Elementary Teacher Education Internship Handbook at http://www2.oakland.edu/oakland/ouportal/file_repository/SEHS_school/ElementaryInternshipHandbook.pdf• Secondary program description at http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&name=SEC+Program+Description&site=55• Secondary Teacher Education Internship Handbook at http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&name=SEC+Program+Description&site=55• Elementary Teacher Preparation Governance Council (ETPGC)<ul style="list-style-type: none">○ made up of representatives of the Departments of Teacher Development and Educational Studies (TDES), Reading and Language Arts (RDG) and Human Development and Child Studies (HDCS), the Executive Director of Professional Development, one associate Dean of CAS (ex-efficio) and two Associate Deans of SEHS (ex-efficio); presided over by the Chair of TDES• Secondary Education Council<ul style="list-style-type: none">○ made up of representatives of each department in CAS that has a teaching major and/or minor, representatives from SEHS, especially TEDS, one Associate Dean of SEHS; presided over by Associate Dean of CAS				
7.2	The program provides adequate resources, both human and material, to insure the world language teacher preparation program is equivalent in stature to other teacher preparation programs.	*	Elementary	
			Major: EED 428, EED 455	Minor: EED 428, EED 455
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: SED 428, SED 455
			K-12	
			Major: EED 428, SED 428, EED/SED 455	
Explanation for 7.2				
<ul style="list-style-type: none">• This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.2. The same resources and support are available to all teaching candidates, regardless of discipline or level:• College of Arts and Sciences (CAS) Advising [http://www2.oakland.edu/cas/advising_home.cfm]• School of Education and Human Services Teacher Education Advising [http://www2.oakland.edu/oakland/ouportal/index.asp?site=45]• Department of Modern Languages and Literatures Advising<ul style="list-style-type: none">○ Dr. Christopher Clason, DMLL Chief Advisor○ Dr. Stacey Hahn, French teaching majors and minors○ Dr. Barbara Mabey, German teaching majors and minors○ Dr. Seigo Nakao, Japanese teaching majors and minors○ Dr. Fran Meuser, Spanish teaching majors and minors• School and Field Services placement<ul style="list-style-type: none">○ elementary [http://www2.oakland.edu/oakland/ouportal/index.asp?item=1715&name=ELE+Program+Description&site=55]○ secondary [http://www2.oakland.edu/oakland/ouportal/index.asp?item=1716&name=SEC+Program+Description&site=55]• School and Field Services [http://www2.oakland.edu/oakland/ouportal/index.asp?site=55]<ul style="list-style-type: none">○ Sherrill Karppinen, Director and Coordinator○ support staff• Education Research Laboratory (ERL), the library/resource lab of SEHS[http://www2.oakland.edu/oakland/ouportal/index.asp?site=47]• OU’s Kresge Library [http://www.kl.oakland.edu/]• Career Resources:<ul style="list-style-type: none">○ Adult Career Counseling [http://www2.oakland.edu/oakland/ouportal/index.asp?site=110]○ Career Services [http://www2.oakland.edu/oakland/ouportal/index.asp?site=68]○ Graham Health & Counseling Center [http://www2.oakland.edu/GHC/]○ SEHS Counseling Center [http://www2.oakland.edu/oakland/ouportal/index.asp?site=109]				
7.3	The program provides a methods course	*	Elementary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
	with specific age-appropriate strategies of instruction for world language learners and collaboratively supports structured field experiences.		Major: EED 428	Minor: EED 428
			Secondary	
			Major:	Minor: SED 428
			K-12	
			Major: EED 428 and SED 428	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
Explanation for 7.3				
<ul style="list-style-type: none">• This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.3• EED 428 provides age-appropriate strategies of instruction for K-8 world language learners• SED 428 provides age-appropriate strategies of instruction for 6-12 world language learners• early field experiences for every level provide age-appropriate strategies of instruction for all world language learners:<ul style="list-style-type: none">○ elementary majors and minors participate in field placements in EED 310 and in each semester during which students enroll in a professional education class; in so much as possible, they are placed in schools that have foreign/exploratory language programs for at least one of the field experiences○ K-12 Japanese majors participate in field placements in<ul style="list-style-type: none">▪ SED 300<ul style="list-style-type: none">○ 25 hours of field experience in major 6-8○ 25 hours of field experience in major 9-12▪ FE 506<ul style="list-style-type: none">○ 30 hours of field experience K-5 foreign language learning environment○ secondary Japanese minors participate in field placements in<ul style="list-style-type: none">▪ SED 427<ul style="list-style-type: none">○ 30 hours of field experience in the minor• the student teaching experience<ul style="list-style-type: none">○ SED 455 Internship<ul style="list-style-type: none">▪ 8-month student teaching internship from mid- to late-August to late April▪ assignment, in as much as possible at K-5 and/or 6-8 as well as 9-12, preferably within the same district				
7.4	The program provides an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff.	*	Elementary	
			Major:	Minor:
			Secondary	
			Major:	Minor:
			K-12	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	
Explanation for 7.4				
<ul style="list-style-type: none">• This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.4.• DMLL regularly assesses all aspects of all programs<ul style="list-style-type: none">○ student evaluation of faculty and effectiveness for every DMLL course, every semester○ DMLL Committee on Assessment○ CAS Committee on Assessment○ North Central Association (NCA) Commission on Accreditation and School Improvement○ MDE Review of Teacher Preparation Programs<ul style="list-style-type: none">▪ currently in progress, Dr. Fran Meuser• SEHS regularly assesses all aspects of all programs<ul style="list-style-type: none">○ Teacher Education Accreditation Council (TEAC)<ul style="list-style-type: none">▪ currently in progress, Dr. Robert Wiggins, Associate Dean of SEHS, Chair○ MDE Review of Teacher Preparation Programs○ Student Perception of Teaching/Learning Effectiveness (SPTLE) online evaluation of faculty and effectiveness of course every SEHS class, every semester○ student evaluation of every field experience• EED/SED 455 Internship (student teaching)<ul style="list-style-type: none">○ Program Evaluation (program effectiveness)○ Michigan state required Student Teacher Survey (program evaluation)○ student teacher evaluation of university field supervisor each semester of internship○ student teacher evaluation of School and Field Services staff and services each semester of internship				
7.5	The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency.	*	Elementary	
			Major: MTTC for Japanese OPI for Japanese	Minor: MTTC for Japanese OPI for Japanese
			Secondary	

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards	
			Major:	Minor: MTTC for Japanese OPI for Japanese
			K-12	
			Major: MTTC for Japanese OPI for Japanese	
Explanation for 7.5				
<ul style="list-style-type: none">• This standard does not have levels of proficiency. Programs either meet, or do not meet, Standard 7.5.• All candidates must pass the MTTC for Japanese before beginning the internship• All candidates must achieve at least Intermediate-High in Japanese on the OPI before beginning the internship<ul style="list-style-type: none">○ currently one French, one German and two Spanish faculty members are ACTFL trained raters○ the department plans for more faculty members to become ACTFL trained raters• The language proficiency of the candidates is assessed by cooperating teacher and university supervisor on the midterm and final student teaching evaluations				

Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
A K-12 endorsement program must provide candidates with the following experiences:		

Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
The K-12 program provides structured field experiences (inclusive of student teaching) in three areas: elementary, middle school, and high school.	*	<ul style="list-style-type: none"> • SED 300 provides 25 hours of field experience in the major grades 6-8 and 25 hours of field experience in the major grades 9-12 • FE 506 provides 30 hours field experience K-5 foreign language learning environment • SED 427 provides secondary Japanese minors with 30 hours field experience in the minor • in SED 455—Internship—the assignment, in as much as possible at the K-5 and/or 6-8 (depending on career plans of the intern), as well as 9-12, preferably within the same district.
The K-12 program provides course work in growth and development for early childhood and adolescent learners.	*	<ul style="list-style-type: none"> • FE 506 is an educational psychology course that addresses K-12 development and stage theories of cognition and learning behavior with a significant part of the course devoted growth and development for early childhood and adolescent learners. • EED 428 is foreign language methods for grades K-8; growth and development is discussed briefly • SED 428 is foreign language methods for grades 6-12; growth and development is discussed briefly
The K-12 program provides preparation in instructional methods with specific strategies of instruction for limited-English proficient students and collaboratively supports structured field experiences appropriate to all levels of certification.	*	<ul style="list-style-type: none"> • depending on the situation in the particular classrooms, during SED 300 and FE506 field experiences and during the EED/SED 455 internship, in Southeast Michigan it would be unusual not to encounter classrooms that contain limited-English proficient students. • EED 428 and SED 428 both address the needs of limited-English proficient students. • SED 300 (6-8 and 9-12), FE 506 (K-5 and 6-12) and EED/SED 455 (K-5 and/or 6-8 [depending on career plans of the intern], as well as 9-12) collaboratively support structured field experiences appropriate to all levels of certification.

Instructional Faculty

Institution: Oakland UniversityDate: September 1, 2010Specialty Program: Japanese (FL)Certification/Endorsement CODE: FL

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.

300-400 level courses you teach	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	Pre-K to 12 Collaborative Work
JPN 314 JPN 316 JPN 318 JPN 351 JPN 355 JPN 390 JPN 420 JPN 408 JPN 455 JPN 490 IS 220 IS 300 IS 365 IS 390 LIT100 CIN 350	Seigo Nakao , Associate Professor of Japanese	<ul style="list-style-type: none"> MA in English from Soak University, Tokyo, 1982 M A in Comparative Literature from New York University, 1989 PhD in Comparative Literature from New York University, 1992 NCATE Reviewer, 2005 	<ul style="list-style-type: none"> Writing a Japanese Major Proposal and Its Approval by the University, 2005-2008 DMLL Asian Languages Section Head, 2008-2009; 2010- Chair, Chinese Faculty Search Committee, 2008-2009 Chair, C-2 (3rd-year Faculty Reappointment) Review Committee, 2009 Chair, C-1(1st-year Faculty Reappointment) Review Committee, 2007 Member, Department Committee on Instruction 2007- Member, Special Events Committee, 2007-2009 Member, Senate Planning Review Committee, 2004-2007 	<ul style="list-style-type: none"> Member, DMLL Secondary Education Committee, 1992- Certified for the completion of SOPI workshop, 1995 Certified for the completion of the Elementary Course of the Institute in Japanese Language Pedagogy, Columbia Univ., 1995 Trained as Reviewer for NCATE, 2005 Classes Reviewed by an ACTFL reviewer, 1993 Participated in Spreading Words Seminar, conducted by ACTFL, 1993 Certified to teach English at middle and high schools in Tokyo, Japan, 1979 	<ul style="list-style-type: none"> Judd Family Grant, 2010 CAS Borders and Frontiers Grant, 2010 Faculty Honoree, Fifth Annual Faculty Recognition Award, 2000 	<ul style="list-style-type: none"> Speaker at a Troy High School Japanese class, 2006 Speaker at the Clarkston High School Japan Day, 2005

	[Seigo Nakao, continued]	<ul style="list-style-type: none"> • Certified translator by the Japanese Government Transportation Ministry, 1977 • Specialty: <ul style="list-style-type: none"> - Japanese language - Classical Japanese literature - Modern Japanese literature - Japanese stage - Comparative literature - Japanese cinema 	<ul style="list-style-type: none"> • Member, Center for International Studies, 1992- • Chair, Election Committee, 1999-2007 • University Library Coordinator • Oakland University-Nanzan University Exchange Program Director • Advisor, University Japan Club; Aikido Club; Ran Anime Club 	<ul style="list-style-type: none"> • Examiner at Michigan Teachers' Japan Ball, 2004 		
<ul style="list-style-type: none"> • JPN 355 • JPN 370 • JPN 408 • JPN 456 	Stephen Filler, Assistant Professor of Japanese	<ul style="list-style-type: none"> • MA • PhD, Japanese Dissertation: <i>Chaos from Order: Anarchy and Anarchism in Japanese Literature, 1902-1935</i> • Specialty: Modern Japanese Literature 	<ul style="list-style-type: none"> • Moodle Online Faculty Training, Office of e-Learning and Instructional Support, Fall 2007 • Student Academic Support Committee (University Committee), 2009-Present • Committee on Instruction (College Committee), 2007-2009 • Assessment Committee (Departmental Committee), 2009-present • Asian Languages Section Head, 2007-2008, 2009-2010 • Japanese Major Committee 	<ul style="list-style-type: none"> • Member, Japanese Teachers Association of Michigan (collaborative work with K-12 professionals) • Member, Association of Teachers of Japanese • Summer Program East Asian Concentration (SPEAC), Ohio State University: Teacher Training in Japanese (1999) • Coursework in Curriculum Design 	<ul style="list-style-type: none"> • Nominated for 2009 Excellence in Teaching Award • Oakland University Faculty Research Grant, 2007 	<ul style="list-style-type: none"> • Visiting English instructor in K-12 schools, Kitakyushu, Japan

300-400 level courses you teach	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	Pre-K to 12 Collaborative Work
<ul style="list-style-type: none"> • JPN 114 • JPN 314 	Setsuko Konishi , Special Lecturer	<ul style="list-style-type: none"> • MA in 1992 from University of Iowa (Major: Asian Civilization - Japanese Pedagogy) 	<ul style="list-style-type: none"> • My teaching experiences were all more than 3 years ago. 	<ul style="list-style-type: none"> • N/A 	N/A	<ul style="list-style-type: none"> • N/A
<ul style="list-style-type: none"> • JPN 214 	Michele Plattenberger , Lecturer	<ul style="list-style-type: none"> • BA in Japanese studies from Oakland University 1997 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • N/A 	N/A	<ul style="list-style-type: none"> • N/A
<ul style="list-style-type: none"> • JPN 114 • JPN 115 	Eiko Hiranuma , Special Lecturer	M A in Accounting, Oakland University, 2008	<ul style="list-style-type: none"> • Bilingual Accountant, Mitsubishi Corporation LT USA: possibility to teach JPN 457 (Business Japanese) 	<ul style="list-style-type: none"> • N/A 	Certificate to teach Traditional Japanese Koto or 12 stringed instrument	<ul style="list-style-type: none"> • N/A

300-400 level courses you teach	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	Pre-K to 12 Collaborative Work
EED 428 SED 428	Frances Meuser, Associate Professor of Spanish [professor for foreign language methods classes]	<ul style="list-style-type: none"> • MS Ed • PhD, Hispanic and Luso-Brazilian Literatures & Linguistics • Speciality: Inca Garcilaso de la Vega • 2nd specialiaty: second language acquisition • Nebraska Lifetime K-12 teacher certification in Spanish and French 	<ul style="list-style-type: none"> • Chair, OUSudent Academic Support Committee 2006- • Member of Senate Assessment Committee, 2007- • Senate Teaching and Learning workshops: <ul style="list-style-type: none"> ○ Student Engagement (2005) ○ Information Ethics in the Information Age: Plagiarism at OU (2006) • OU Community Forum 1998- • Teleconference: Retaining Underprepared Students: Building a Comprehensive Developmental Education Program (2006) • WebCt training sessions • Moodle training sessions 	<ul style="list-style-type: none"> • Chair, DMLL Sec Ed Committee, 1994- • Member, Sec Ed Council & Steering Committee 1994- • Authored OU Program Amendment to K-12 • Michigan Standards for Preparation of Teachers committee member • MTTC Spanish exam committee member • Advisor for Spanish teaching majors/minors • Advisor Participant for annual STEP Advising Workshop • OPI trained; do OPIs with Spanish majors & minors 		<ul style="list-style-type: none"> • Supervision SED 455 (1994-2004) • Taught SED 428 – Fall 1994-present • OU STEP Info Session Panel Moderator – Fall 2004/2005/2006 • Attended MFLA/MiWLA 1994-2006 • Presented at Central States Conference (CSC) 2003 • Attended and worked at CSC 2004 • Presented at ACTFL 2004

Course	Faculty Member	Highest Degree in this Specialty Area Indicating Major/minor(s) 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
SED 455	Linda Boehmer, Adjunct Faculty and University Supervisor for the Internship (SED 455)	<ul style="list-style-type: none"> • BA in French from Western Michigan University (Magna Cum Laude)-1971 • Secondary Certification • Additional. Classes through Wayne State University for Elementary certification – 1971-1972 • MAT- OU 1972 	<p>OU Community Forum –2004 and 2006</p> <p>OU Foreign Language Panel participant - Fall 2004/2005/2006</p> <p>Foreign Language Secondary Methods Course –SED 428- taught Fall 2004</p>	<p>—Supervision of SED 455 – 2004, 2005, and 2006</p> <p>—32 year of teaching in Utica Community Schools – 29 in foreign language</p> <p>Taught 8th and 9th grade French, 8th grade Spanish, 7th and 8th grade Exploratory Language consisting of five weeks of French, Spanish, German and Japanese</p> <p>Taught elementary foreign language – Begindergarten through 6th grade-about 1650 students per school year.2002-2004</p> <p>—Committee member for implementation of Elementary Foreign Language Program in Utica Community Schools - 1999-2000</p> <p>—Middle Level Electives Committee – 2001-2002</p> <p>—Foreign Language Curriculum Committees- 1975-1999</p> <p>—Foreign Language Textbook Committee – 1997-1998</p> <p>—National French Contest Class Participants – 1988-1999</p> <p>—Member of American Association of Teachers of French and Michigan Foreign</p>	1999 Newsweek/ WDIV Middle School Macomb County Teacher of the Year	<p>—Supervision of SED 455 – 2004-2006</p> <p>Taught SED 428 – Fall 2004</p> <p>—OU STEP Foreign Language Panel Participant – Fall 2004/2005/2006</p> <p>—Attended MFLA/MiWLA conferences during the1980's, 1990's, through 2002</p> <p>—Attended and worked at the Central States Conference in Dearborn – spring 2004</p>

	Linda Boehmer, cont'd			<p>Language Association-1985-1999 —Japanese Summer Classes- 1995</p> <p>—Middle Level Pilot Proposal Committee Member for Exploratory Language – 1995 —School Improvement Co- Chairperson 1997-1998</p>		
--	-----------------------------	--	--	---	--	--