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**Michigan State University**  
**Foreign Language Program Development and Administration**  
**FLT 817—Spring 2017**

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*It is through teaching that knowledge, skill, and wisdom are passed from one person to another, one generation to another. Through teaching, the knowledge that elevates the level of our humanity is preserved, built upon, expanded, and reborn. We ask what makes us human: That we grow our food? Build our shelter? Make art? Wage war? Practice religion? Whatever it is, it gets taught. Teaching is also miraculous. It is not a miracle of the rare sort, like a weeping statue or a person who survived a hundred-foot fall, but miraculous as creation always is, like the germination of a seed or the birth of a child. Someone did not understand, and then the teacher came; something passed between them, and now that someone does understand. The teaching triad is the daily miracle: teacher, student, and that which passes between them. [Smoot, 2010, p. xv-xvi]*

Smoot, B. (2010). *Conversations with great teachers*. Bloomington: Indiana University Press. ISBN: 9780253354914

**Course Description:** This brief quote from Smoot (2010) provides us with a manner of approaching the administration and development of language programs as leaders and supervisors. How do we ensure that the teaching triad is cultivated, protected and supported? We will investigate this question by surveying select issues in language program administration and development. We will investigate practical application of theory, articulation and curriculum design in foreign language program administration and development. We will also explore issues within these areas like marketing, technology integration, supervision, program evaluation, and teacher training as they relate to successful foreign language program administration and development.

**Instructional Objectives:** The following objectives should provide the educator with the ability to critically investigate foreign language program administration and development. That same educator should find ample practice through these instructional objectives:

1. Describe common issues in foreign language administration and development.
2. Construct applicable documents, materials and resources essential to a successful foreign language program.
3. Evaluate requirements, policies and procedures of active foreign language programs.
4. Select appropriate training measures for faculty, staff and other employees in a foreign language program.
5. Complete necessary paperwork for evaluating and pursuing employment within a foreign language program.
6. Justify elements of a curriculum based on current method, practice, and theory.
7. Develop well-suited methods for evaluating various elements/areas in foreign language program administration and development.

This course is an essential foundation for aspiring foreign language teachers and fulfills many of the educational objectives laid out in the Master of Arts degree in Foreign Language Teaching (MAFLT) handbook. In particular, this course enables students to examine and evaluate current language and culture teaching materials and practices, develop a solidly grounded personalized philosophy of teaching the target language and culture(s) and provide leadership in their chosen field of language teaching. For more information, please refer to the program handbook and/or communicate with your advisor.

**Course Ground Rules:** You are expected to conduct yourself professionally in all learning situations. You will be engaged in discussions/reflections as a class. We are all growing in our knowledge and our identities as teachers and we must all work to nurture that growth in ourselves and our colleagues. To that end, everyone is expected to be prepared (i.e. readings, assignments, etc), to share thoughtfully and respond respectfully, and approach each new topic as a professional growth experience. Discussions of language, culture, and identity can evoke strong reactions. It is our responsibility as educators to examine and reflect upon our own reactions and to engage thoughtfully in debate and conversation. Our goal is always to be the best educator we can be and be open to new ways of thinking about teaching and learning. I will do my best to model what I believe to be good practices, and I welcome all constructive feedback and questions. An additional expectation is that students will **use technology effectively** to complete assignments and to communicate within the course. If you have any needs in this area, please contact me so that we can find the appropriate solution for you among the many technology support entities on campus.

**Required Course Materials:** We will utilize the vast ejournal and ebook database through the MSU Library. The following etexts provide our foundational readings. You may also refer to the recommended course material list for other readings that you may find helpful.

- Bennett, N., & Anderson, L. (2003). *Rethinking educational leadership: Challenging the conventions*. London: Sage Publications. ISBN: 0761949240
- Cohan, A., & Honigsfeld, A. (2011). *Breaking the mold of preservice and inservice teacher education: Innovative and successful practices for the 21st century*. Lanham: Rowman & Littlefield Education. ISBN: 9781607094029
- Dixon, B. (2012). *Social media for school leaders: A comprehensive guide to getting the most out of Facebook, Twitter, and other essential web tools*. San Francisco: Jossey-Bass. ISBN: 9781118342343
- Earley, P., & Bubb, S. (2004). *Leading and managing continuing professional development: Developing people, developing schools*. London: P. Chapman. ISBN: 0761943218
- Heller, D. A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 9781416600527
- Hoerr, T. R. (2005). *The art of school leadership*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1416603093
- Jensen, J., Sandrock, P., & Franklin, J. (2007). *The essentials of world languages, grades K-12: Effective curriculum, instruction, and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 9781416605737
- Marzano, R. J. (2005). *A handbook for classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1416602364
- McLeod, S., & Lehmann, C. (2012). *What school leaders need to know about digital technologies and social media*. San Francisco, CA: Jossey-Bass. ISBN: 9781118116708
- Patrut, B., Patrut, M., & Cmeciu, C. (2013). *Social media and the new academic environment: Pedagogical challenges*. Hershey, PA: Information Science Reference. ISBN: 9781466628526
- Pennington, M. & Hoekje, B. (2010). *Leading language programs in a changing world: An ecological approach*. Bingley: Emerald Group Publishing Limited. ISBN: 9781849507462

Each reference contains an ISBN. Please copy and paste this number into the homepage for the MSU library and it will direct you to a link where you can access this resource/ebook. We may utilize other references this semester and I will place them within the course modules or provide links in D2L as appropriate.

**Recommended Course Materials:** If you need more help or references for some of the topics covered, please consult the following resources.

Collay, M. (2011). *Everyday teacher leadership: Taking action where you are*. San Francisco, CA: Jossey-Bass. ISBN: 9781118023075

Rothwell, W. J., & Kazanas, H. C. (1999). *Building in-house management and leadership development programs: Their creation, management, and continuous improvement*. Portsmouth: Quorum Books Imprint. ISBN: 1567202586

Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. New Haven: Yale University Press. ISBN: 0300091567

Smoot, B. (2010). *Conversations with great teachers*. Bloomington: Indiana University Press. ISBN: 9780253354914

Wankel, C. (2011). *Educating educators with social media*. Bingley: Emerald Group Publishing Limited. ISBN: 9780857246493

**Overall Course Grade:** I will assess all course activities, on the extent to which you:

- Take advantage of every learning opportunity
- Provide substantial contributions using **direct references to materials, discussions, and experience**
- Provide clear and accurate contributions to course activities and discussions based on assigned readings and/or relevant professional experience

**Grading Criteria:** In accordance with university guidelines, the following percentages represent the final course grading scale:

94% or above	4.0	Student met <b>all</b> requirements for the course, performed <b>exceptionally</b> , and <b>exceeded expectations</b> .
88% to 93%	3.5	Student met <b>all</b> requirements for the course and performed <b>very well</b> .
82% - 87%	3.0	Student met <b>most</b> requirements for the course and performed <b>reasonably well</b> .
76% - 81%	2.5	Student met <b>some</b> requirements for the course and performed <b>adequately</b> .
70% - 75%	2.0	Student met <b>only a few</b> requirements for the course and performed at a <b>less than satisfactory</b> level.
65% - 69%	1.5	Student did <b>not</b> meet requirements for the course and performed at an <b>unsatisfactory</b> level.
60% - 64%	1.0	Student did <b>not</b> meet requirements for the course and performed <b>poorly</b> .
Below 60%	0.0	Student failed the course

**Late Submission Policy:** You must notify the instructor by email when submitting any assignment past the due date. **The highest score any late assignment can receive is 70%.** The only exception to this policy is for students experiencing undue hardship who have notified the instructor prior to the due date. All submissions must be turned in and the instructor notified no later than the last week of class. Any work received after this week will not be assessed for course credit. All assignments must be completed on time to receive full credit.

**Method Determining Final Course Grades:**

Grading Scale: The final grade will be based on the following 100 percent scale:

<b>Assignment</b>	<b>Percent</b>
<i>(1) Development Tasks*</i>	(20%)
<i>(2) Curriculum Tasks*</i>	(20%)
<i>(3) Evaluation Tasks</i>	(18%)
<i>(4) Module Conversations</i>	(15%)
<i>(5) Administration Tasks*</i>	(10%)
<i>(6) Leadership Chats</i>	( 7%)
<i>(7) Teacher Training Tasks</i>	( 5%)
<i>(8) Marketing Tasks</i>	( 5%)

\*MAFLT e-Portfolio Assignment – Maintain copies of this assignment to revise (as needed) and submit to your e-Portfolio for course FLT 898.

**Course Requirements:** In addition to active participation online, following along with the assigned readings, and contributing to a collaborative learning community, you will complete the following assignments over the course of the semester. Look for complete details within the appropriate module in D2L for each assignment.

**Development Tasks:** During Module 1, you will put together drafts for the following items: a personal teaching philosophy, a possible program philosophy, and a mission statement. These documents are essential to any organization and we will return to these drafts throughout the semester as they are the foundation for your ideal language program. The teaching philosophy should be 1-2 pages in length (roughly 1000 words maximum) that contains your attitudes, values, and beliefs about learning and teaching. These ideas should be described in terms of specific examples of classroom practice. The program philosophy should be 1 page long (roughly 500 words). This philosophy differs in that you are describing how your overall program articulates its values and beliefs. Lastly, the mission statement should be limited to 1 to 3 sentences that sum up the ideals behind your teaching and program philosophy. All of these documents will be uploaded into the ePortfolio system in D2L. We will investigate multiple examples and it is important to remember these types of documents are not fixed. Instead, they reflect your current thinking about teaching and learning and are subject to change.

**Curriculum Tasks:** During Module 2, you will assemble/modify existing language programs, courses and methods into an ideal curriculum (based on your own experiences, preferences and philosophy). This ideal curriculum should include a statement of purpose, an outline of skills covered in the program (whether by levels, grades, ages, etc.), a list of language courses and a description of evaluation, material, and teaching preferences. All of these documents will be uploaded into the ePortfolio system in D2L. These tasks are challenging, so I recommend finding a curriculum already developed and modifying it to fit your ideals. You are free to remove, add or modify the curriculum in any way (or take from multiple curricula the elements you feel work best together). Take this opportunity to articulate your own preferences, beliefs and strengths in language teaching and learning.

**Evaluation Tasks:** During Module 5, you will utilize various tools for evaluating your overall language program. This six-step process will include deciding on a foundation for your evaluation, your program aims, and your procedures for teacher evaluation. I will provide more details on and a template for this set of tasks during module 5. The final file should be uploaded into the ePortfolio system in D2L.

**Module Conversations:** During most modules, we will discuss various topics, readings or ideas through informal posts/replies in the discussion link in D2L. I will provide some prompts and I will also ask for suggestions for other prompts that fall within the scope of that module. These conversations should be limited to shorter, informal responses and I encourage you to link your post/reply to your own personal or professional experiences. For each module, you will need to respond to at least 2 posts from the various prompts I provide and comment on/continue the conversation in at least 3 of the replies from the class. You will provide your responses to the two prompts at the end of the first week of the module. During the second week, you will complete the comments/continue the conversations already posted.

**Administration Tasks:** During Module 3, you will identify two or three jobs you could apply to (try to find jobs that you are qualified for now or in the near future). Once you have identified those jobs, you will create the following documents: a resume, a CV and a cover letter. Your resume should be limited to one page and organized in such a way that it highlights your strengths as they relate to the job posting. Your CV should contain a fuller/more thorough look at your skills/accomplishments. In general, CV's do not have a page limit, but it should be longer than a page and can include a number of areas not covered on your resume. Your cover letter should be 1-2 pages long and should demonstrate how you are qualified for those job postings. All of these documents will be uploaded into the ePortfolio system in D2L. For security purpose, please remove any personal information before you upload (e.g. address, phone numbers, etc.).

**Leadership Chats:** During most modules, you will need to briefly chat with a leader or supervisor in any field concerning the prompt(s) I provide. Your chats do not have to be limited to those prompts and you are encouraged to explore other avenues as appropriate. You will post a brief summary of your chat in the appropriate area in D2L. Do respond to any of your colleagues' posts as desired. Keep in mind that you are not restricted to

working with only individuals within our field as this course also deals with general issues of leadership and supervision. You are also not restricted to working with the same leader or supervisor for each module. You can work with a variety of individuals if desired.

**Teacher Training Tasks:** During Module 4, you will provide two documents. First, assemble a 1-2 page list of courses, seminars, workshops, etc. that you would require for your staff. You are free to find existing resources or develop your own. For each training resource identified, provide the following: a title, a one-sentence description and a short rationale (3-5 sentences). This rationale should answer the question, “Why would this training be useful? And for whom? Second, you will provide an overview of training (including education) necessary for your language educators. Aim for a 2 page document maximum (roughly 1000 words) where you describe your plan for helping your educators grow in their careers. Both of these documents will be uploaded into the ePortfolio system in D2L.

**Marketing Tasks:** Using the tasks you created from earlier modules, design two marketing materials to “sell” the ideal program you have been building throughout the semester. First, put together a handout for potential students, parents or educators (you can choose to focus on one of those audiences or create a more general document). Second, design a short presentation using the ePortfolio tool in D2L. Aim for 10-15 slides where you outline your ideal program in an attempt to “sell” your system to potential clients. Both of these marketing materials will be included in your ePortfolio.

**Syllabus Changes: The instructor reserves the right to modify, add to, or delete assignments, projects, assessments, etc.** Communication is an important factor in the success of this course. In order to fulfill the course requirements, students must communicate with the instructor and other students as necessary; students are expected to communicate with the instructor as a learning resource, reply to emails, follow deadlines; students must check D2L frequently for announcements/updates in the assignments; and students must actively participate in all class activities. Any *necessary* changes to the course syllabus will be posted on D2L and/or placed in an announcement or email.

**MAFLT Portfolio Information:** The following course assignments should be saved for inclusion in the Online Portfolio: Development Tasks\*, Curriculum Tasks\* and Administration Tasks\*. As stated in the program handbook, the Portfolio serves as a way for students “to demonstrate the coherence and impact of the program of study” (p.2) and provides the student with the opportunity to reflect on their progression towards becoming highly proficient language teachers. For more information, please refer to the program handbook and/or communicate with your advisor.

**Religious Observance:** In accordance with MSU policy, no student will be penalized in any way for missing class due to religious observance. If you will be absent from the course due to religious observance, please notify me in advance so that we can arrange for you to make up missed work, materials, etc.

**Academic Honesty:** Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. You are responsible for knowing MSU's policy on plagiarism. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/honestylinks.html> Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive..." Any paper based upon the writing of others **should acknowledge every source used.** (I added the bolding.) If you plagiarize, I will (a) give you a penalty grade on the assignment, (b) fail you on the assignment, or (c) fail you in the class. If I give you a penalty, I will inform the director of your program of the penalty. I will also inform your department chair and the dean of your college if required. Note that plagiarism can lead toward expulsion from MSU.

**Course Enrollment:** If you decide to drop this class any time after starting the class, you must go online to the MSU schedule system and un-enroll yourself. If you do not un-enroll by the cut-off date for un-enrolling, you are responsible for paying the tuition associated with the course. Within the schedule system (<http://schedule.msu.edu/>), you can click on a course's section number to see the date by which you must drop if you would like to receive a refund (not pay for the class). The professor cannot un-enroll you. For information about dropping a course, go here: <http://www.reg.msu.edu/ROInfo/EnrReg/Lateadds.asp>



**Tentative Semester Schedule:**

<b>Week of</b>	<b>Module, Topics, &amp; Readings</b>	<b>Items Due Before Next Week/Module Opens</b>
Jan 9	<b>Course Introduction &amp; Needs Assessment;</b> Read Ch. 1-2 in Pennington & Hoekje (2010); and Ch. 1 in Jensen, Sandrock & Franklin (2007); See Module in D2L	Needs Assessment
Jan 16	<b>Course Introduction &amp; Needs Assessment, cont.</b>	
Jan 23	<b>Module 1: Development &amp; Articulation;</b> Read Ch. 8 in Pennington & Hoekje (2010); Ch. 2 in Jensen, Sandrock & Franklin (2007); and Ch. 4 in Heller (2004); See Module in D2L	Module Conversation 1 Development Tasks Leadership Chat 1
Jan 30	<b>Module 1: Development &amp; Articulation, cont.</b>	
Feb 6	<b>Module 2: Curriculum &amp; Design;</b> Read Ch. 7 in Pennington & Hoekje (2010); and Ch. 3-4 in Jensen, Sandrock & Franklin (2007); See Module in D2L	Module Conversation 2 Curriculum Tasks Leadership Chat 2
Feb 13	<b>Module 2: Curriculum &amp; Design, cont.</b>	
Feb 20	<b>Module 3: Administration &amp; Supervision;</b> Read Ch. 6 in Pennington & Hoekje (2010); Ch. 5 in Jensen, Sandrock & Franklin (2007); and Read Ch. 1-3 in Hoerr (2005); See Module in D2L	Module Conversation 3 Administration Tasks Leadership Chat 3
Feb 27	<b>Module 3: Administration &amp; Supervision, cont.</b>	
Mar 6	SPRING BREAK – No course sessions	SPRING BREAK
Mar 13	<b>Module 4: Teachers &amp; Training;</b> Read Ch. 4 in Earley, & Bubb (2004); Ch. 5 in Pennington & Hoekje (2010); Ch. 8 in Bennet & Anderson (2003); and Ch. 6 in Heller (2004); See Module in D2L	Module Conversation 4 Training Tasks Leadership Chat 4
Mar 20	<b>Module 4: Teachers &amp; Training, cont.</b>	
Mar 27	<b>Module 5: Programs &amp; Evaluation;</b> Read Ch. 6-7 in Jensen, Sandrock & Franklin (2007); Ch. 6 & 8 in Hoerr (2005); and Ch. 7 in Marzano (2005); See Module in D2L	Module Conversation 5 Evaluation Tasks Leadership Chat 5
Apr 3	<b>Module 5: Programs &amp; Evaluation, cont.</b>	
Apr 10	<b>Module 6: Technology &amp; Integration;</b> Read Ch. 1 and choose one chapter in Dixon (2012); Ch. 1 and choose one chapter in McLeod & Lehmann (2012); Ch. 17 in Cohan & Honigsfeld (2011); and Ch. 20 in Patrut, Patrut, & Cmeciu; See Module in D2L	Module Conversation 6 Leadership Chat 6
Apr 17	<b>Module 6: Technology &amp; Integration, cont.</b>	
Apr 24	<b>Module 7: Marketing &amp; Programs;</b> Read Ch. 9 in Pennington & Hoekje (2010); See Module in D2L	Module Conversation 7 Marketing Tasks Leadership Chat 7
May 1	<b>Module 7: Marketing &amp; Programs, cont.</b>	All Assignments Due – May 5

Course Deliverables: (Use this document as a checklist for materials due.)

Module Tasks	
Development Tasks	Curriculum Tasks
<input type="checkbox"/> Overall Development Tasks <u>2/5</u> <input type="checkbox"/> Personal Teaching Philosophy <input type="checkbox"/> Possible Program Philosophy <input type="checkbox"/> Mission Statement	<input type="checkbox"/> Ideal Curriculum <u>2/19</u> <input type="checkbox"/> Statement of Purpose <input type="checkbox"/> Outline of Skills <input type="checkbox"/> Language Courses <input type="checkbox"/> Overall Descriptions
Administrative Tasks	Teacher Training Tasks
<input type="checkbox"/> Overall Administrative Tasks <u>3/5</u> <input type="checkbox"/> Job Postings <input type="checkbox"/> Job Search Materials <input type="checkbox"/> Resume <input type="checkbox"/> Curriculum Vitae (CV) <input type="checkbox"/> Cover Letter	<input type="checkbox"/> Overall Training Tasks <u>3/26</u> <input type="checkbox"/> List of Courses, Seminars, Workshops <input type="checkbox"/> Overview of Training
Evaluation Tasks	Marketing Tasks
<input type="checkbox"/> Overall Evaluation Tasks <u>4/9</u> <input type="checkbox"/> Evaluation Foundation <input type="checkbox"/> Program Aims <input type="checkbox"/> Procedures for Teacher Evaluation	<input type="checkbox"/> Overall Marketing Tasks <u>5/5</u> <input type="checkbox"/> Handout <input type="checkbox"/> Presentation
Module Conversations	Leadership Chats
<input type="checkbox"/> Module Conversation #1 <u>2/5</u> <input type="checkbox"/> Module Conversation #2 <u>2/19</u> <input type="checkbox"/> Module Conversation #3 <u>3/5</u> <input type="checkbox"/> Module Conversation #4 <u>3/26</u> <input type="checkbox"/> Module Conversation #5 <u>4/9</u> <input type="checkbox"/> Module Conversation #6 <u>4/23</u> <input type="checkbox"/> Module Conversation #7 <u>5/5</u>	<input type="checkbox"/> Leadership Chat #1 <u>2/5</u> <input type="checkbox"/> Leadership Chat #2 <u>2/19</u> <input type="checkbox"/> Leadership Chat #3 <u>3/5</u> <input type="checkbox"/> Leadership Chat #4 <u>3/26</u> <input type="checkbox"/> Leadership Chat #5 <u>4/9</u> <input type="checkbox"/> Leadership Chat #6 <u>4/23</u> <input type="checkbox"/> Leadership Chat #7 <u>5/5</u>

Needs Assessment
<input type="checkbox"/> Needs Assessment <u>1/22</u>