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Report No. 2 - November 15, 1971 to January 15, 1972

1. Appended hereto are two Proposals which grew out of the past four months of orientation, observation, involvement, and analysis as Higher Education Adviser at the Ecole Superieure de Pedagogie, Dongsaphangmeuk. They are submitted (with apologies for their lateness) as the second bi-monthly report in lieu of the more conventional form. Report No. 3, due March 10, will return to the narrative account of activities, including details, general reflections and recommendations.

2. Drafts of these proposals were given wide distribution to:

   a. Lao officials of the Ecole Superieure
   b. Members of the UNDP team
   c. Members of the Curriculum Committee (formed December, 1971) of the English Section and other staff members
   d. USAID colleagues
   e. Miscellaneous individuals interested in the development of the College of Education.

   These drafts were intended to stimulate discussion. They are presently being reviewed and debated. Hopefully, meetings of responsible groups will continue consideration of the several issues, leading to adjustment, revision, and, eventually, rejection or implementation.

3. Comments already received on these proposals have, in many cases, been incorporated into the present revisions. The suggestions and notes of Mr. Norman Green have been particularly helpful.

PROPOSAL
Draft:2/07/72

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SCIENCE/MATH

1. It is proposed that in October, 1972, from two to five Seventh Year Science/Math graduates from the English Section be admitted into the Science/Math Program at the Second Cycle now located at the Section Professeurs, Ecole Superieure de Pedagogie, Dongsaphangmeuk.

Which of the present eight graduates would be admitted would be determined by an evaluation of their grade performance, personal interviews, and/or an admissions test, plus the agreement of the students to engage in a "pilot" program.

2. The students' ability would have to be determined both in subject matter specialties and in French. On the assumption that French ability would be weak, it is suggested that starting in April, after second trimester student teaching, the selected students be given a program in French more concentrated than the present two to three hours included in their schedule. The three hours might be increased to five, the instructor might be a French staff member from the Science/Math Second Cycle; extra tutoring might be included. Such tutoring or extra classes would be no more difficult, and less expensive, than the language instruction given in Thai or in English to potential scholarship students.

3. While the proposed "pilot" program hinges on particular individuals--the present class of English Section Science/Math graduates--the intent of the program is not primarily to satisfy their needs and complaints (see items 9. and 10.). The primary purpose is to actively experiment with the creation of a single, integrated Science/Math program at the College of Education, Sisavangvong University, which might develop into an established separate Department to operate at all cycles of the institution as that institution finally becomes organized.

4. Working toward the goal of a separate Science/Math Department opens many other related issues not adequately covered here:

a. The delay of full integration at the first cycle perhaps for two years, until the present program of Fifth and Sixth Year students is completed;

b. The development of the English Section into a separate Department of English and the extension of that Department into Second Cycle; the parallel creation of a separate French Department from the present offerings of the Section Professeurs and its extention; the highly desirable possibility of creating a language department which would include a Lao teaching major;

c: The eventual separation of the Lettres concept into Departments of Languages and Social Sciences;

d. The possible elimination of First Cycle (actually the second cycle of secondary education) from the "College of Education", and its conversion into a teacher training school for the preparation of primary teachers, with the eventual change of ENI's into non-professional secondary schools;

e. The redirection of recruitment and the development of special materials;

f. The possibility of course "units" to allow curricular flexibility and possibility part-time school attendance.

For long-range and more permanent implementation, this proposal should be studied in company with Proposals II and III which concern, in the first instance, general administrative, departmental arrangements, and admissions policies; and, in the second case, more extensive ideas about Science/Math course structure, curricular revision, calendar adjustments, etc. (now in draft form being critiqued by individual teachers).

The present proposal looks toward immediate and experimental implementation of a plan for integration at the Second Cycle where there are,

at present, only a small number of students (50 in the Section Professeurs); where there is an available experimental English Section group (8 students); where there is an interested and capable advisory staff; and where there would appear to be both need and flexibility enough for experimentation.

5. This proposal requires the cooperative efforts of many people of different backgrounds, varying persuasions and aims. It is recommended that there be, starting immediately, a series of meetings between the teachers of Math and Science of the Section Professeurs, under the direction of the Directors of Studies; (2) the members of the UNDP team; (3) the English Section science and math teachers, to discuss in detail the content and sequence, the course materials, the syllabi which would constitute the essence of the Second Cycle curriculum.

The primacy of French in advanced math and science teaching at ESP dictates, it is believed, their leadership in the discussions. There is only positive evidence--from the combined use of labs, from the interest shown by French teachers and the common interest shown in new developments in science teaching (Integrated Science, for example), from the several successful meetings already held at the invitation of UNDP team members--that such discussions can be fruitful.

Attached hereto is the present course arrangement and requirements of the First and Second Years of the Second Cycle Program in Math and Science at the Section Professeurs. One (Natural Science) of the several suggested curricular revisions being worked on by the UNDP team are also attached. These provide the basis for discussion.

6. Work on this curriculum should have a Teaching Science emphasis as well as an emphasis on the production of materials for teaching at all levels of the school system.

7. In addition, work on this curriculum must include attention to language issues; some considerations are sketched here:

a. The assistance in French to the "pilot" group of students prior to entering second cycle has been noted in 2. above. Within the curriculum, provisions for tutorial assistance in both English and French can be made; optional, if not required language courses, can be offered, especially in reading for the understanding of library, research, and text materials;

b. There is little question that all Science/Math students need some English facility. The volume of materials in science published in English and the possibility of visiting professors in the

future from English speaking countries are two reasons. Perhaps most important is the significance for this area of the SEAMEO regional center at Penang (RECSAM) where, increasingly, aid and improvement to science and math teaching in Laos can be sought and secured. The potential significance of RECSAM, of INNOTECH, of BIOTROP to science and math teaching in this area is tremendous. The language of these centers is English. The centers themselves offer English for Science instruction; RECSAM is currently preparing tapes for study by French speakers, prior to Center participation. RECSAM is hiring bi-lingual teachers; the center recognizes, in the interests of Laos, Vietnam, and Khmer, the importance of resolving the bi-lingual second language situation. Their major thrust, however, because of the other countries involved in SEAMEO, is English.

c. Despite the "primacy" of French, it is believed that the teaching talents of the English speaking teachers presently available can and should be used. There is, among the faculty of both sections (as among the students, too) bi-lingual and tri-lingual ability. Future recruiting of faculty can emphasize at least the bi-lingual characteristics of the department. In this connection, Canadian sources such

as CUSO are strongly recommended.

d. Built into the program must be the realization that Lao secondary education is being Lao-ized; the teaching language of graduates of ESP will/should increasingly be Lao. During their studies, assistance in transmitting science knowledge in Lao should be given. A significant contribution to the build-up of Lao teaching skills might be the employment of a Staff Linguist at the College of Education (ESP) to assist in language conversion--the development of vocabularly, the standardizing of orthography, etc. It is felt that the College of Education is the most appropriate place to locate the "control" over Lao language necessary for the production of teaching materials at all levels.

8. Of paramount importance is top-level Lao administrative acceptance of the value of the purposes of this proposal. There should be, from the Ministry:

a. The primary decision to allow the "pilot" program to exist for 1972-73;

b. the convening of the cooperative curricular meetings;

c. the acceptance of the idea that this might be a beginning for a desirable program for the long-range future of the College of Education.

9. In order for this experiment to succeed for long-range purposes rather than for the satisfaction of the immediate needs or desires of students who seem to be at loose ends professionally, there should be more than two students involved in it. With too few students the experiment would be reduced to such an individual level that larger issues could easily be ignored. Too much of the work or the evaluation would be based on the individual performances of the few students selected, even on their individual personalities. The experiment should include enough students (four or five) so that--even with full recognition of individual needs--the program, the total school, the curricular, staff, and administrative aspects of the experiment can be highlighted and evaluated in terms of future plans and procedures.

10. This proposal need not affect the possibility of English Section Science/Math graduates attending a seminar at RECSAM in the summer of 1972. Actually, such attendance might help them to overcome

deficiencies of knowledge which might be claimed when their background is compared with the background of fellow students in the Section Professeurs.

If students are selected to go to Mahasarakam on Thai scholarships (possibly two) these would not be involved in the "pilot" program. Those who elect to teach after graduation in June from the Seventh Year would likewise be excluded. Almost all the students have expressed legitimate fears about their knowledge and their ability to teach. Although it cannot be claimed that they are either excellent or excellently motivated, these students seem sincere in their desire to improve professionally by means of further study. Respect for these desires gives us an opportunity for an ad hoc experiment that would yield evidence and time for broader policy decisions.

Second Cycle Math and Science Curriculum - Section Professeur

MATH:		1st Year	2nd Year
	Math	8 hours p/w	8 hours p/w
	Physics/Chemistry	9 " "	9 " "
	French	4 hours p/w	4 hours p/w
	Lao	2 " "	2 " "
	English	2 " "	2 " "
	Pedagogy	...	2 " "
	TOTAL	25 hours p/w	27 hours p/w
1971-1972		7 students	8 students
1972-1973 (First Cycle, Third Year, Potential)		25 students	(7 students)

SCIENCE:		1st Year	2nd Year
	Math	4 hours p/w	4 hours p/w
	Physics/Chemistry	7 " "	7 " "
	Natural Science	6 " "	7 " "
	French	4 hours p/w	4 hours p/w
	Lao	2 " "	2 " "
	English	2 " "	2 " "
	Pedagogy	...	2 " "
	TOTAL	25 hours p/w	28 hours p/w
1971-1972		6 students	8 students
1972-1973 (First Cycle, Third Year, Potential)		25 students	(7 students)

PROJET DE GRILLE HORAIRE

DEUXIEME CYCLE (Deuxième proposition)

OPTION SCIENCES NATURELLES ET MATHEMATIQUES

Même finalité

Même remarque

PREMIERE ANNEE

Pédagogie (IS) et Leçons d'essai (IS) en Math et S.N.	3	90
Sciences naturelles	5	240
Sciences Physiques et chimiques (Cours commun en par OP;Math)	5	150
Mathématiques (cours commun avec Op. Math)	5	150
Exploitation de textes en englais	2	60
Exploitation de textes en Francais	3	90
Total	23	700

+. Un cours d'anglais facultatif.

DEUXIEME ANNEE

Pédagogie	3	90
Stage en Math et SN	3	90
Lao (traduction des termes scientifiques)	2	60
Sciences physiques et chimiques	5	150
Sciences Naturelles	5	150
Mathematiques (commun avec option math)	5	150
Total	23	610

+. Un cours d'anglais facultatif.

Même remarque

PROPOSAL II
Rev. Draft 2/23/72

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This paper deals with Administrative/Curricular reorganization at the Ecole Superieure de Pedagogie, Sisavangvong University. It looks toward the gradual emergence of a single Lao institution, a College of Education (or Faculte de Pedagogie), whose general regulations and procedures would be stabilized and coordinated, and which would contain several interdependent, centrally controlled departments. The suggestions offered are interrelated but separable; they could be implemented in the Academic Year 1972/73 or they can inaugurate discussion and planning for subsequent implementation. A respect for overall planning, a broad perspective, and an ad hoc experimental attitude are assumed.

1. The Ecole Superieure de Pedagogie should be organized into four Departments, replacing the present "Sections." The Departments would be:

a. English/Letters
b. French/Lettres
c. Math and Science
d. Pedagogy

Each of the Departments would be planned for operation on (or expansion into) three levels: First Cycle (grades 5-7*); Second Cycle (grades 8-9); Third Cycle (grades 10-11). Each of the first three would actively consider further subdivision.

This proposal concentrates on First Cycle. It takes into account that

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* This is the numbering system at the English Section. American grade equivalents: 11, 12, 13. French equivalents: Seconds, Premiere, Terminale.

that Cycle, in the normal course of events, may become separated from the upper division and assume the form, as in Thailand, of a Teacher Training College as distinct from a College or Faculty of Education. Detailed planning of Second and Third Cycles, particularly in Math and Science, continues under the advice of the UNDP team in cooperation with other advisers and foreign aid staffs.

2. Department Structure

a. The Department of English/Letters would devote itself to the training of Teachers of English as a Foreign Language and of Social Studies. Most of the instruction would continue in English.

A variety of intensive courses could be created for students entering at different levels of ability, including those with no previous experience. These are noted on the attached chart.

b. The Department of French/Lettres would devote itself to the training of teachers of French as a Foreign Language and of Social Studies. It is presently operating up to the first year of the Third Cycle.

c. Both the French and English Departments would supply staff and planning for the language courses required in the Math/Science curriculum and for the appropriate General Education courses. (See 3.)

d. The courses recommended for Fifth Year Letters students, those which introduce them to their major fields (two to four Units of Language and Social Studies), and the Sixth and Seventh Year major courses require internal departmental syllabus re-examination. Plans should be completed next year for the extension of TEFL/Letters (English Department) training

into Grade 8 by the Fall of 1973.

It is hoped that both departments, French and English, can examine their courses together and share their common aims in the training of Lao Language/Lettres teachers for the secondary schools of Laos; and their common techniques. Serious professional examination must be made of the specific nature and quality of second language instruction in Laos, and of the policy and needs affecting that instruction.

e. It is especially recommended that both departments consider the coordination of Social Studies offerings and the separation of these from language training for the eventual creation of an independent Department of Social Studies (French: Histoire/Geographie) on the model of the proposed Science/Math Department. A separate Social Studies Department should as rapidly as possible move to the teaching of courses in the Lao language and should extend the range of its offerings. Planning for a separate Social Studies curriculum at the Second and Third Cycles could begin immediately.

f. A Lao Department for the training of teachers of Lao--coordinated, perhaps, with the other language departments and unified by a Linguistic or Language Institute--should be included in the school. But this possibility, plus consideration of the training of practical arts, fine arts, and technical subject teachers are not dealt with here.

g. The Department of Math/Science will concentrate on the training of teachers of Mathematics and of Natural and Physical Sciences with the eventual further separation of disciplines in the Second and Third Cycles.

The debatable aspect of the Math/Science proposal concerns: (1) multi-language teaching; and (2) rapid introduction of Lao

instructors to teach in Lao.

(1) The proposed Fifth Year curriculum for this Department is also on the attached chart. Students are asked to take two languages for several reasons: (a) primarily to gain facility in reading foreign language science material; (b) to enable them to work with visiting foreign professors; (c) to get a groundwork for possible graduate study abroad.

Perhaps in the first year, but certainly in future years, one foreign language could be stressed, with the second foreign language offered as an elective. Teachers for the foreign language courses would be supplied by the French and English Departments as noted in 2c. above.

(2) Lao instructors to teach Science and Mathematics in Lao should be introduced even as early as 1972. The 1972-73 students of the Third Cycle can be used as instructors in a "Team Teaching" approach, their courses planned in cooperation with their professors and advisers, under the guidance of the UNDP team.

During 1972-73 in Third Cycle Math and Science there will be nine second year students and approximately 16 first year students. By 1973 there will be approximately nine ESP Math/Science graduates; still studying in Third Cycle will be approximately 29 advanced students. Many of these have already had teaching experience and study abroad. The teaching in Math/Science in the First Cycle should fall to them, making a significant beginning to Lao language instruction at Dong Dok. Preparation for teaching positions at the First Cycle of ESP should be a major goal of Third Cycle teacher training and a major consideration in the Ministry's assignment of teachers.

Science courses in the Fifth Year, especially the General

Education course recommended for all curricula, should aim toward the integrated approach; they should be built primarily around laboratory and field experiences (the discovery method) with significant involvement of the Lao laboratory staff.

This Math/Science program may for a long time be predominantly French. Its development should draw on the talents of present English language science teachers and should be coordinated with the science programs in the Fa Ngum schools, and especially the proposed ENI science centers. Coordination can also be explored with the Medical and Agriculture schools which might supply part-time teaching assistance in such subjects as physiology, chemistry, botany, etc.

The main function of the new Math/Science Department would be the cooperative development of curriculum and course offerings. Subject matter content can be covered in a variety of courses with different emphases and different approaches--and in different languages. Students fulfilling the requirements for a degree in Math/Science might sometimes take the same courses, sometimes different alternatives. The guidance of a departmental adviser for each student would be an important feature of the program. (See related discussion under General Education Courses and Course/Unit System.)

By virtue of the course variety within the department, the new administrative arrangement might not have any obvious effect on the program in Sixth and Seventh Year of the current Fifth and Sixth Year Science/Math students in both English and French Sections. They could continue their studies next year in their separate languages as now.

h. There has not been, as yet, any unified planning in Pedagogy between the French and English Sections. Work toward the

improvement of courses and of student teaching practices has taken place independently in both sections. Cooperative curricular discussion should begin immediately, drawing on the advice and leadership particularly of the English Section Fulbright lecturer and the UNDP psycho-pedagogist.

As increasing numbers of students approach Seventh Year and Ninth Year, the coordination of practice teaching (Stage) including the liaison with many secondary schools in the country, becomes a major administrative undertaking which should have at least one individual in complete charge. It is suggested that this job be made the full responsibility of a Lao staff member, advised by a senior professor experienced in organization and direction of practice teaching. A suggested source for such an adviser is the Fulbright Lectureship Program.

With the separation of Departments (including the later separation of Social Studies and of Mathematics, Sciences), with the adoption of the Course/Unit system, and with the continued separation and increase of courses, it should be possible for students to select a variety of teaching fields during their college study. Within the total requirements of a student's planned program, provision can be made for relative amounts of work in different subject areas; he could have one or two majors, or a major and a minor. The Math/Science grouping and the Language/Social Studies groupings need not be retained. A student could logically train to be a teacher of French and Math, of English and Biology, etc.

3. Fifth Year Curriculum/General Education Courses

Three General Education courses are recommended for the Fifth Year for all students: Introduction to Math and Science (Natural and Physical); Introduction to the Social Sciences; Introduction to Humanities.

It is recommended that students take a minimum of 10 Course Units in

addition to their Fifth Year concentrated language study (which would vary according to need and ability). Of these ten units, six might be in General Education, two units for each course, one semester per unit. Each unit of each course should be planned independently rather than sequentially to allow for maximum flexibility of scheduling and of course selection by students.

A quantity of sections of each course would need to be offered; these sections could vary in content to accommodate to students' interests, to their major fields, perhaps most important, to their different language abilities. A list of courses indicating these features can be distributed at the beginning of the year. In choosing, students need not restrict themselves to sections offered in their major departments. Scheduling should be done by the central administration of the school.

The important thing about each of these courses is not that all its section be the same or use the same materials, but that it be planned for the same purposes and goals. Recent curricular study at the English Section reveals considerable agreement among teachers that students need, not so much an accumulation of facts and specific information, but broader perspectives and deeper insights, an awareness of the "gestalt" of learning. They need to learn how to think, to develop time concepts; to expand their geographical, historical, political orientation; to explore human relations and to increase their cultural understanding. They need a "widening of horizons," a general introduction to the breadth of what is available to be learned.

Instruction in the Lao language can be encouraged in these courses. The discussion of the Math/Science Department recommends the use of Third Cycle students. A similar use of Second and Third Cycle Letters students could be made in the Social Studies and Humanities courses. There are, this year, approximately 30 of these advanced students. The Introduction to Social Studies course could also be a proving ground for the creation of the separate Social Studies Department.

Leadership in planning the courses would come from foreign advisers,

both from the present French and English "Departments." Their concerted effort, the acceptance of team-planning and team-teaching, the careful identification of goals and the careful selection of materials could result in the creation of a group of courses valuable from the standpoints of student learning and of school unification.

The time allotted to these courses, two trimesters each, is perhaps not long enough to accomplish their lofty aims. It is felt that there is time, however, in the remainder of this year and in the summer to do the planning needed.

4. Course/Unit System

Courses at the ESP would immediately be placed on a Unit or Course Credit basis. It is suggested that each Course Unit be equated with four hours of class attendance per trimester, with two major qualifications:

a. Laboratory courses, especially Science and Intensive Language courses, might include one or two additional "workshop" hours in the laboratory, making a total of five or six hours of class attendance.

b. Other "academic" courses would place major emphasis on outside study and preparation by students, especially library reading. This might have to be guided study, requiring additional effort and time from teachers. As a rule of thumb in planning course content, each class attendance hour is accompanied by approximately two hours of outside preparation and study.

For the three years of the First Cycle, it is tentatively suggested that students be required to take a minimum of 51 units and allowed to take a maximum of about 59 units. At four hours per unit, this makes from

204 to 236 class-hours per three years; divided into the nine trimesters, this means that a student would be in class on an average of from 23 to 27 hours per week. The minimum base figure is five units per trimester (15 units per year) or 20 hours of class work; to this are added units which, first of all, may be divided into half units and which, secondly, could be taken during different trimesters at the student's option (e.g. Physical Education and Lao, 3 units or six 1/2 units each).

The additional difference between the minimum and maximum figures allows for differences in student interest and ability--electives from other fields, additional courses in his major field, increased study in a second teaching field, a second foreign language, etc. Within a student's required program there might be alternatives among courses so that students could choose according to their strengths or weaknesses and according to tastes. A student's workload and his selection of courses per trimester would be determined by curricular requirements, by his own choice, and by academic advisement. The creation and scheduling of a variety of courses to allow for student choice is not really more difficult that the scheduling (as now) of several sections of the same course. Course planning and scheduling require accurate estimating of student needs.

The Course/Unit system would extend through all cycles of ESP. Graduation, the awarding of a degree, would be determined by completion of a prescribed number of units which might be taken over an indefinate period of time. A major advantage of the Unit system is the opportunity it provides for students to attend school part-time.

Part-time students can be working teachers; a teacher could retain his job at a school and still enroll at the College for a limited number of courses. These courses might be also offered in the late afternoon and in the evening for the convenience of teacher-students. Most especially, these courses would be offered in the summer when teachers are not working at their teaching jobs. Because of its flexibility, the proposed Unit plan offers opportunities for continuing study to many students. The advantages of this program, it is believed, far outweigh

the difficulties involved in course scheduling.

Two additional advantages accrue:

a. The "success" or "failure" of students would be based on individual courses and their accumulation, rather than (as now) on an "average" of the student's year's work. Grades for each separate course would have more significance. Promotion or progress toward a degree would be determined by a student's selection of courses, within curricular requirements; by his personal strengths and weaknesses, his academic needs; by the amount of time he was willing to spend (limited, perhaps, by College regulations). A significant revision of the current grading/promotion system in effect at ESP would be required and is deserving of special study.

b. The Unit system would allow for the use of part-time instructors (see Page 5, Paragraph 2) drawn from the pool of degreed and experienced specialists throughout the country, particularly for the evening and summer courses.

5. There are recognized advantages to Calendar Revision, especially the organization of the school year along semester rather than trimester lines. Such revision is not recommended here; it is felt that this can await further study. Consideration should also be given to the retention of the trimester system but along different seasonal lines, similar to the arrangement now in effect in schools in Thailand.

6. Admission to the First Cycle of ESP would be handled basically as now with certain modifications. Admission to the school would be open to holders of the BEPC or equivalent from Colleges, Lycees, Fa Ngum schools, and ENI's. A certain percentage of students are admitted on

the basis of high academic standing; others are admitted according to performance on an entrance test. The degree and/or examination would admit students first to the school, ESP, then to one of its Departments. Following admission to the school, the student would make a choice of major department, at which time an additional screening test might be given to determine the level of ability in his chosen major and the courses he would be required to take. This would mean that any student, including students from ENI's, could choose any major field, including English as a Foreign Language Teaching, despite his lack of previous training (see Intensive Courses in chart).

Entering Fifth Year students make a choice of one of the three major field options (with the possibility of fourth Social Studies option) as noted. The curriculum for each field includes general and introductory courses. There would be the opportunity at the end of Fifth Year to change the choice of major. Students could switch from one of the Language Departments to Math/Science, or from Math/Science to Language if they showed sufficient proficiency in the language of the department chosen, or if they were willing to take make-up courses. Fifth Year, then, might be considered exploratory, with the opportunity for the student to choose later and more wisely and also to be evaluated and advised by his teachers.

Admission of part-time students at any level need not present a problem. The same degree and/or test requirements would apply. Admission of these students would be without scholarship. Indeed, it is strongly believed that the present scholarship policy should be reexamined and based, perhaps, on a more careful determination of need and ability. It is strongly recommended that a tuition policy be studied in company with a policy of added incentives for teaching employment. However small the fee, it would help to increase teacher salaries or to build a fund for the gradual independence of ESP. "Over-time" work for teachers--evenings and summer, for example--could be met by tuition fees.

7. Recruiting of foreign language teachers and teachers of other subjects

from foreign countries should be done at the level of the Director of ESP. He could coordinate total requirements on the advice of his several Directors of Studies. It is felt that English-French bi-lingual teachers can be recruited from many sources, that it would be desirable to deploy faculty from these sources among the several departments of ESP rather than to restrict them to language-oriented separate sections. (Only VSO seem now to be so employed.) For example, bi-lingual pedagogy, science, mathematics, social studies teachers can be recruited from the current English-language country sources (British Council, Asia Foundation, IVS, VSO, Ford Foundation, AACTE, Fulbright, Colombo Plan) as well as from France, and from as yet untapped sources such as CUSO and UN. Centralized recruiting and overall institutional deployment would serve to break down the current national separation of the institution. Once assigned, faculty would be responsible first to their subject-matter Department heads.

Seriously worth consideration is the recruitment of University level faculty from Thailand. Courses in Thai language might be included in the curriculum, perhaps in the Language Department.

While ESP may long have to depend on foreign teachers, their goal must be to build up the advanced academic proficiency of Lao students, in their own Lao University, so that as quickly as possible they can be utilized as teachers in the First Cycle (College) or in the secondary schools (first and second cycles, grades 1-7)*, and, after study abroad following Third Cycle graduation (degree level), as teachers in the upper Cycles of the College.

8. Finally, it is proposed that a Higher Education Advisory Team be

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*American grade equivalents: 7-13

recruited from a variety of sources to guide the administrative and curricular development of ESP. The "team" would have as its criteria the professional competence and experience of the several members, irrespective of national origin. The UN, SEAMEO, Professional Associations are recommended sources.

attachments

Attachment to PROPOSAL II

A Departmental Proposal - Curriculum/Admissions

1. A Course/Unit equals four (4) hours of class time. Language and Science Units require 5/6 hours of class time because of laboratory work.
2. Elementary, Intermediate, Advanced refer to language ability of students.
3. a., b., c. refer to first, second, third trimesters, respectively.

Fifth Year 10 Units Minimum	English/Letters	French/Letters	Math/Science
Elementary	a. Intensive English - 5 units, 25 hours b. Intensive English - 5 units, 25 hours c. Intensive English - 5 units c. (alternative) COURSES - 5 units, 20 hrs See Alternatives 2, 3, 4 1/2 units of Lao, French (Reading) - Optional NEED to make up 10 units	It is assumed there would be no students at this elementary language level choosing these major fields	

Students entering at this level of ability would have several alternatives: (1) an extra year of study required; (2) a summer program prior to entrance; 9-10 weeks equal to 25 hours. In this case, students could start courses (General Education) in Third Trimester and would subsequently only need to make up 5 units; (3) take extra units in subsequent years and/or summer courses; (4) take extra courses beyond intensive language in Fifth Year (General Education or other) if offered in Lao

Intermediate	a. Intensive English - 5 units b. Intensive English - 5 units c. COURSES - 5 units, 20 hours (Gen'l Education recommended) SAME as alternatives for students at elementary language ability need to make up 10 units	a. Intensive French - 5 units b. Intensive French - 5units c. COURSES 5 units - 20 hours	a. Major Language 3 units-15 hrs (approx) Minor Language 2 units-10 hrs (approx) b. Major Language 3 units-15 hrs (approx) Minor Language 2 units-10 hrs (approx) c. COURSES - 5 units
Advanced	a. Intensive English - 5 units b. COURSES-5 units minimum c. COURSES-5 units minimum	a. Intensive French-5 units b. COURSES-5 units min. c. COURSES-5 units min.	a. same as a. above b. COURSES-5 units min. c. COURSES-5 units min.

Students entering at this level would be able to complete the minimum Fifth Year requirements without extra time. Extra courses beyond the request minimum might, of course, be taken.

	English/Letters	French/Letters	Math/Science
Sixth Year 15 Units Minimum	a. Major Field(s) 12 units b. Pedagogy 3 units See Lao and Physical Education, 5th Year		a. Major Field(s) 10 units (5 hours each) b. Pedagogy 3 units c. Major Language-reading 2 units See Lao and Physical Education, 5th Year
Seventh Year 15 Units Minimum	a. Major Field 8 units b. Pedagogy - 2nd Trimester 7 units Student Teaching and Methods Seminars		Language option recommended

FIFTH YEAR COURSES (Review):

1. A minimum of 10 Units (40 hours) of course work is required beyond language training; these are chosen from GENERAL EDUCATION and MAJOR FIELD courses.

2. For students at Elementary and Intermediate language level, courses are made up in summer or extra courses as capable through the three years of the program.

3. General Education Courses:

   a. Introduction to Math/Natural/Physical Sciences ..... 2 Units
      Integrated Approach; two separate courses, non-sequential

   b. Introduction to Social Sciences ..... 2 Units
      Emphasis on Sociology, History, Geography, Economics; recommended thematic or problems approach

   c. Introduction to Humanities ..... 2 Units
      Literature/Art/Music/Philosophy/Religion. One semester-Orient; One semester-West
      Separate, non-sequential. Introduction to theme and ideas, large movements.

4. Introduction to the Major Field Courses:

   a. Social Studies ..... 2 Units
   b. English - continuation of English Language Studies, for majors ..... 2 Units
   c. Science Sequence ..... 2 Units
   d. Math Sequence ..... 2 Units
   e. French Major ..... 2 Units
   (A variety of courses offered in each field; some available in 6th or 7th year.)
   f. PEDAGOGY - General Psychology; Child Growth and Development ..... 2 Units

5. Other Required Courses:

   a. Physical Education - 6 - one/half units, spread over three years, 9 trimesters
   b. Lao Language and Literature - 6 - one/half units, spread over three years, 9 trimesters

6. Optional:

   a. Second Language for Letters Majors - Optional
   b. Other alternative Major Field Courses
   c. A Second teaching field
   d. Electives