

SPANISH, COMPREHENSIVE MAJOR - TEACHING SPANISH AND TESOL:

In Workflow

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Approval Path

1. Mon, 22 Nov 2021 17:44:12 GMT
Matthew Waters (watersmw): Approved for FORLANG Chair
2. Tue, 23 Nov 2021 15:42:06 GMT
Jill Prushiek (prushijt): Approved for EHS Dean PreCurrComm (PIM)
3. Fri, 03 Dec 2021 22:31:16 GMT
Jill Prushiek (prushijt): Approved for EHS Dean (PIM)

New Program Proposal

Date Submitted: Mon, 22 Nov 2021 16:20:53 GMT

Viewing: : Spanish, Comprehensive Major - Teaching Spanish and TESOL

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Changes proposed by: Jill Prushiek (prushijt)

Preparer(s)

Preparer Name:

Anne Hlas

Program Level

Undergraduate

Program Type

Emphasis, Major

Degree Type

BA

Name of Program

Spanish, Comprehensive Major - Teaching Spanish and TESOL

Major Type

Comprehensive

Administrative Department

Languages

College

Education and Human Sciences

Effective Catalog Year

2022-2023

Is this content intended to be shared across multiple programs/catalog pages?

No

Program Requirements (Includes Course Lists):**Program Requirements (Includes Course Lists):**

Code	Title	Credits
SPANISH REQUIRED CORE		
SPAN 101	Beginning Spanish I	4
SPAN 102	Beginning Spanish II	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Composition	3
SPAN 302	Advanced Conversation and Composition	3
SPAN 325	Phonetics and Pronunciation	3
SPAN 352	Latin American Civilization	3
or SPAN 354	Latin American Civilization: Regional Focus	
SPAN 355	Spanish Civilization to 1900	3
or SPAN 356	Contemporary Spain	
SPAN 363	Survey of Spanish Peninsular Literature	3
SPAN 367	Survey of Latin American Literature	3
or LAS 367	Survey of Latin American Literature	
SPAN 405	Advanced Conversation	3
SPAN 410	Advanced Grammar	3
ELECTIVE: one course		
Any upper division course in Spanish (300 level or above)		1, 2, 3
TESOL CORE		
ES 405	Teaching English to Speakers of Other Languages	3
ES 408	Methods of Teaching Content-Based ESL	4
ENGL 221	Introductory English Linguistics	3
TESOL ELECTIVE: Choose One Course		3
CJ 301	Intercultural Communication	
ENGL 321	Topics in the Structure of English	
ENGL 325	Topics in Language in Society	
ADDITIONAL REQUIRED COURSES		
FLG 378	Second Language Acquisition Theory	3
ES 366	World Language Methods for Secondary Teaching	2-3
ES 437	World Language Methods for Early and Middle Childhood	2

Additional Program Requirements (If Applicable)**Additional Admission Requirements Unique to Program (If Applicable)****Other Catalog Notes/Restrictions (If Applicable)****Other Catalog Notes/Restrictions (If Applicable)**

Note: This major is restricted to students in the College of Education and Human Sciences: Education for Equity and Justice Department: and leads to licensure to teach Spanish and ESL in K-12 classrooms.

Note: To be approved for student teaching, passing the OPI or OPIc in Spanish with a score of Intermediate High or above on the ACTFL rating scale is required. Please see your advisor for additional certification requirements.

Note: A period of residence abroad is required in a Spanish-speaking country. The minimum time period for meeting the residence/immersion requirement is six weeks; however, the Spanish section recommends that students spend at least one semester abroad.

Note: To be endorsed for TESOL certification, a 3.0 Content Knowledge GPA in TESOL courses or a passing score of 153 on the Praxis II Content Exam is required.

Learning Outcomes

Please state the Learning Outcomes for this New Program:

Description
Outcome 1 Candidates demonstrate specialized field knowledge of second language acquisition and linguistic features of the language of instruction.

- Outcome 2 Candidates design curriculum, instruction, and assessment practices relating to the cognitive, linguistic, social, emotional development of k-12 language students.
- Outcome 3 Candidates incorporate assessment techniques focused on student learning such as performance assessments, formative assessments, and summative assessments.
- Outcome 4 Candidates explore various approaches to create an inclusive learning environment, recognizing the importance of diverse learners within the context of the school and community.
- Outcome 5 Candidates engage in critical reflection related to the teaching and learning of languages.
- Outcome 6 Candidates engage with research in the field to investigate pedagogical practices relevant to language teaching such as high-leverage teaching practices and content-based practices.

Summary and Rationale

Target Audience(s)

Students interested in teaching K-12 languages (French, German, Spanish) as well as English as a second language (TESOL).

Evidence of long-term need

Students in the past added a standard teaching degree in a language but at times were undecided on a minor. Many of them were not familiar with TESOL and after an advising session would add a TESOL minor to their standard degree. Further, school districts are looking to hire future teachers with certification in a language as well as certification in teaching English language learners. With the increased diversity in school populations, districts are looking to hire qualified future teachers who have the knowledge, skills, and dispositions to meet the needs of diverse learners.

Anticipated Enrollment

There are currently twenty or more standard majors of teaching (French, German, Spanish) who already have a TESOL minor. This major-minor combination is common and highly marketable after graduation. We anticipate high enrollments in this new program. Moreover, the Wisconsin Department of Instruction has changed the grade levels for TESOL licenses. The TESOL minor is now only a K-12 license and will fit nicely with the K-12 license in Spanish. Students will be prepared through a variety of experiences in Spanish courses and field experiences and TESOL courses and field experiences. Students majoring in a language will most likely declare this newly proposed comprehensive major since it will lead to two licenses: Spanish and TESOL. The comprehensive major will also save credits to degree as explained further in this proposal.

Alignment with university mission

This program aligns with multiple facets of the university mission. Foremost is the creation of a distinctive program that builds on multicultural and international learning experiences for a diverse world. This program is also responding to local, regional, and state needs in terms of supplying highly qualified teachers to support language learners K-12.

Statement of benefits to students

This program prepares pre-service teachers to work in multilingual classrooms. It provides opportunities for students to approach the teaching of language with a greater understanding of the structure of language in both the world language and English. In addition, this degree is highly marketable in a diverse world. Further, students will receive a credit benefit by completing the comprehensive degree instead of completing a standard major plus a regular TESOL minor. After a thorough review of the DPI standards for preparing teachers to work with English language learners, there is an overlap in learning outcomes for Spanish Majors and the stand alone TESOL minor. Content from the required ANTH 315 in the stand alone TESOL minor is covered in FLG 378: Second Language Acquisition Theory and ES 366: World Language Methods for Secondary Teaching, two courses that students pursuing this major are required to take. Further, students will be able to save 3 credits by not taking CSD 262: Phonetics: Theory and Application that is currently required in the stand-alone TESOL minor. Students will be meeting the learning outcomes of CSD 262 in other required courses in the Spanish major, specifically SPAN 325: Phonetics and Pronunciation. Students will also see the benefit of making connections between teaching a world language and teaching English to English language learners. The approaches are interconnected and creating one comprehensive major will emphasize those connections even more. A course in intercultural communication was added as an elective to allow students another opportunity to meet the content standard of students addressing the developmental, social, political, and cultural contexts of their students' lives and educational experiences. Finally, we eliminated CSD 257: Normal Communication Development. This course is very specific to language development from the point of preparing speech language pathologists. With declaring this proposed major, students are learning about language development in a variety of courses in the Spanish and TESOL portions of this degree.

Department(s), program(s), college(s), and university predecessor programs

There are currently standard majors for teaching offered for French, German, and Spanish. There is currently a TESOL stand alone minor that leads to K-12 certification.

Relationship to existing programs

There are currently standard majors for teaching offered for French, German, and Spanish. These programs will remain to allow students a variety of opportunities to pursue a second program as required by the university. For example, we have several standard language majors who pursue a major in elementary education. We want to make sure that a variety of options are still available for our language majors. The new comprehensive program will add another offering with an emphasis on TESOL.

Resources

Does the department have the necessary staffing to offer this program?

Yes

Explain need for student support, library resources, etc.:

These programs are already supported. The library has an extensive collection of curricula in these areas. The advising center has already prepared four year degree guides to support students.

Describe funding needs to initiate and maintain the program, including source(s) of funding and any needed resource reallocation:

No additional funding is required since we are combining current standard majors with a current minor. All required classes continue to be offered.

Proposed frequency of offering for courses included in the program:

The current offerings of TESOL and world language classes remains unchanged.

Proposed arrangements for ongoing faculty advising for students in the program

Four year degree plans for French, German, Spanish comprehensive majors have already been drafted. Content advisors are working in collaboration with general education advisors. If this new comprehensive major is approved, current students who are pursuing the standard major of Spanish Teaching and the stand alone TESOL minor will be allowed to move their catalog and declare this comprehensive major.

Provide justification that this program is not a duplication of another program that is currently being offered

Recently, the Wisconsin Department of Public Instruction (DPI) decided that TESOL would only be a K-12 license. With the addition of this new comprehensive major, students will be able to declare one major that will prepare students for two licenses. Languages is a natural fit to build a comprehensive major with world language teaching and an emphasis on TESOL. Through a careful review of content standards from DPI for TESOL, the learning outcomes of Spanish Teaching, and an analysis of current requirements of the TESOL stand alone minor, this proposed major offers a streamlined approach to preparing highly effective future teachers.

If applicable, select impacted departments:

Departments

Communication and Journalism

Communication Sciences and Disorders

Geography and Anthropology

Describe impacted courses or programs in other areas of the university:

We have added CJ 301: Intercultural Communication to a list of electives. The chair of the Communication and Journalism Department, Dr. Jan Larson supported this addition through an email on November 10, 2021.

We have deleted CSD 257 and CSD 262 from the list of electives of the existing TESOL minor because content from CSD 257 is taught within the context of preparing speech language pathologists and the content from CSD 262 is covered in Spanish courses, specifically SPAN 325. The chair of the Communications Sciences and Disorders Department, Dr. Abby Hemmerich supported this deletion on November 16, 2021. Finally, we eliminated ANTH 315 from the existing TESOL minor requirement because content is covered in FLG 378 as well as a variety of Spanish course requirements. The chair of the Geography and Anthropology Department supported this decision in an email on November 29, 2021. The required courses mentioned above will still remain as requirements in the stand alone TESOL minor. We are only revising TESOL requirements as part of this newly proposed comprehensive major after a careful review of DPI content guidelines for both Spanish Teaching and TESOL as well as learning outcomes of this proposed major.

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