

# SPANISH TEACHING - TESOL EMPHASIS, COMPREHENSIVE MAJOR:

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## In Workflow

1. FORLANG Chair (watersmw@uwec.edu)
2. EHS Dean PreCurrComm (PIM) (prushijt@uwec.edu)
3. EHS Dean (PIM) (prushijt@uwec.edu)
4. University Senate APC (johnmarq@uwec.edu)
5. University Senate (nearytk@uwec.edu)
6. Provost/Chancellor (kleinpa@uwec.edu; beckejan@uwec.edu; forciesm@uwec.edu)
7. Final External Approvals (hoffmamf@uwec.edu)
8. Institutional Research (herbiskj@uwec.edu)
9. Registrar (PIM) (langfeta@uwec.edu)
10. Reg Cat (none)

## Approval Path

1. Mon, 28 Mar 2022 14:05:28 GMT  
Matt Waters (watersmw): Approved for FORLANG Chair
2. Tue, 05 Apr 2022 15:45:34 GMT  
Jill Prushiek (prushijt): Approved for EHS Dean PreCurrComm (PIM)
3. Tue, 05 Apr 2022 16:08:23 GMT  
Jill Prushiek (prushijt): Approved for EHS Dean (PIM)

## New Program Proposal

Date Submitted: Fri, 11 Mar 2022 16:40:59 GMT

**Viewing: : Spanish Teaching - TESOL Emphasis, Comprehensive Major**

**Last edit: Tue, 05 Apr 2022 15:45:06 GMT**

Changes proposed by: Jill Prushiek (prushijt)

## Preparer(s)

### Preparer Name:

Prushiek

## Program Level

Undergraduate

## Program Type

Major

## Degree Type

BA

## Name of Program

Spanish Teaching - TESOL Emphasis, Comprehensive Major

## Major Type

Comprehensive

## Administrative Department

Languages

## College

Education and Human Sciences

## Effective Catalog Year

2023-2024

**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
<b>SPANISH REQUIRED CORE</b>		
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
<b>ELECTIVE: one course</b>		
Any upper division course in Spanish (300 level or above)		1, 2, 3
<b>TESOL CORE</b>		
ES 405	Teaching English to Speakers of Other Languages	3
ES 408	Methods of Teaching Content-Based EL	4
ENGL 221	Introductory English Linguistics	3
<b>TESOL ELECTIVE: Choose One Course</b>		<b>3</b>
CJ 301	Intercultural Communication	
ENGL 321	Topics in the Structure of English	
ENGL 325	Topics in Language in Society	
<b>ADDITIONAL REQUIRED COURSES</b>		
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)

The target audience is the same as the current target audience. Students interested in teaching K-12 Spanish as well as English as a second language (TESOL).

### Evidence of long-term need

The long-term need for teachers continues to increase across the country.

### Anticipated Enrollment

The anticipated enrollment is the same as the current enrollment.

### Alignment with university mission

The major aligns with the university mission.

### Statement of benefits to students

Students will continue to benefit from instruction by exemplary faculty and staff.  
Students will continue to prepare to be future teachers who are collaborative leaders.

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

The previous Spanish -TESOL Comprehensive Teaching major was an emphasis of the Spanish major. We are elevating this current emphasis to a major with its own entitlement to be more transparent to the public and prospective students who are looking to teach Spanish and want to attend UWEC to pursue this major.

### Relationship to existing programs

This new major will still have an administrative home in the Languages Department.  
This major will be a stand-alone, entitled major versus an emphasis of the current Spanish major.  
We are requesting a redirection of an academic degree program through the UW System so that prospective students and their families will see that UWEC offers teaching majors in various disciplines. As per the requirements of redirecting an academic program, the curricular changes do not exceed 50%. The requirements for the currently approved emphasis will not change; and the redirection of the current Spanish- TESOL teaching emphasis to an entitled major will allow prospective students to clearly see we offer a Spanish- TESOL teaching major.

## Resources

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

Yes

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

There is no additional need for student support, library resources, etc. Students will continue to be supported by the university.

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

No additional funding is required to initiate and maintain this program. The program will continue to be funded as it is now.

### Proposed frequency of offering for courses included in the program:

Courses required for this major will continue to be offered on a regular basis so that students can complete their degree in a timely manner.

### Proposed arrangements for ongoing faculty advising for students in the program

Academic advising and faculty advising for students in this program will remain the same.

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

This program is not a duplication of another program. The proposed program is a redirection of the current Spanish-TESOL Teaching Emphasis, Comprehensive Major (320-000) to an entitled major.

Key: 402