

APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A NEW, AMENDED, OR DELETED EDUCATION PROGRAM

INSTITUTION: **University of Sioux Falls**

DATE: **March 23, 2011**

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Julie McAreavey, Chair of the Frederickson School of Education and Certification Officer

I certify that all information contained in this application is complete and accurate.

Julie McAreavey, Chair of Education _____

Diane Van Den Oever, Asst. Prof. of Spanish _____

Section I. Action Requested

New Program Approval

Amendment of Approved Program

Innovative/Experimental Program

Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

Section II. Education Program Certification Level

Birth through Preschool Birth through Age Eight Early Childhood

Birth through Age Eight Early Childhood & Birth through Age Eight Special Education

K-8 Elementary Education K-8 Elementary Education/Special Education

5-8 Middle Level Education 7-12 Secondary Education _____

(major)

K-12 Education **Spanish Education**

Administrative Program _____

School Service Specialist _____

Masters _____ South Dakota Department of

Education Office of Accreditation and Teacher Quality 700 Governors Drive, Pierre, SD 57501-2291

Phone: 605-773-3553 Fax: 605-773-6139

Section III. Program Justification & Objectives

The University of Sioux Falls is a private, Christian, liberal arts college affiliated with the American Baptist Churches that welcomes students of all faiths. It offers four-year undergraduate programs in various disciplines, along with several graduate programs. Specifically, the Fredrikson School of Education has a Master's program in the areas of Teacher Certification, Leadership, Technology, and Reading and offers an Education Specialist (Ed.S.) degree, as well as a Collaborative Doctorate (Ed.D.) in Educational Leadership with the University of St. Thomas. The University of Sioux Falls is fully accredited by the North Central Higher Learning Commission. In addition, the undergraduate and graduate programs in teacher education are accredited by the National Council for Accreditation of Teacher Education, with the next NCATE review scheduled to occur in 2016. The following education programs at the University of Sioux Falls have received the approval of the South Dakota Department of Education and are aligned to national and state program standards: Art, English, Language Arts Composite, Communications Studies & Theatre, Mathematics, Biology, History, and Music. Secondary endorsements are also available in several areas. In addition, a middle school subject endorsement program is available in math, science, language arts, and social studies.

The Spanish major was approved at the University of Sioux Falls in November of 2007. The Spanish department is currently served by two full-time faculty and the University has faithfully maintained its commitment to offering all courses required for the major and minor in this new and growing program. We are seeking to add the Spanish Teacher Education degree program for a number of reasons:

- the expressed interest of our students in Spanish Education,
- the dedication of our faculty to the growth of Spanish Education in the State of South Dakota, as evidenced by our own commitment to the National Standards for Foreign Language Learning in our teaching and in our service to the South Dakota World Languages Association, which promotes the same goals.
- the desire of our colleagues in the Frederickson School of Education to collaborate with us in achieving those goals, and
- the natural fit of teacher education programs in Sioux Falls, where there are ample opportunities to partner with K-12 teachers in both public and private schools to provide well-structured field experiences in an environment where university supervisor and classroom teacher coordination are more feasible because of the geographic proximity of the programs.

The objectives of the Frederickson School of Education are grounded in the conceptual framework, "Educator as Developing Professional", which addresses both the need for a broad knowledge base that encompasses particular discipline and education expertise as well as skills for effective management and servant-leadership.

The Spanish program at the University of Sioux Falls promotes the following student learning objectives:

- Demonstrate fluency in Spanish sufficient for interaction in professional and personal environments,
- Identify similarities and differences between Anglo and Hispanic cultures,
- Identify literary periods and important Hispanic writers and associate them with historical and cultural contexts,

- 📖 Engage in critical thinking about how knowledge of Hispanic cultures changes our perspectives about the world, and
- 📖 Reflect on how we as a Christian people respond to others whose perspectives differ from our own, through our own broadened understanding of world events.

Section IV. Program Requirements

Spanish Education Major Requisites:

- _ SPA 101 Introductory Spanish I 4 s.h.
- _ SPA 102 Introductory Spanish II 4 s.h.
- _ SPA 201 Intermediate Spanish I 3 s.h.
- _ SPA 202 Intermediate Spanish II 3 s.h.
- _ SPA 301 Introduction to Hispanic Literature I 3 s.h.
- _ SPA 302 Introduction to Hispanic Literature II 3 s.h.
- _ SPA 350 Spanish Composition 3 s.h.
- 🌸 Elective courses (including study abroad) 2 s.h.
- _ Foreign Language Methods for K-12 Education 3 s.h.

Plus **two courses** in the Spanish 400 series in Integrated Literature & Civilization total, 6 s.h.

- _ SPA401 Integrated Civilization and Literature: Mexico and the United States.
- _ SPA402 Integrated Civilization and Literature: Spain.
- _ SPA403 Integrated Civilization and Literature: Central America and the Carribean.
- _ SPA404 Integrated Civilization and Literature: The Northern Peoples of South America.
- _ SPA405 Integrated Civilization and Literature: The Southern Cone of South America.

Admission requirements for the **Frederikson School of Education Teacher Preparation Program::**

1. Two favorable references, including academic advisor and one other person with information about the candidate's experience in pre-teaching situations and desirable personal characteristics for teaching.
2. A 2.6 minimum grade point average for all post-secondary coursework.
3. Passing scores on Praxis I exams : Writing 172 Reading 171 Math 172
4. Foundations of Education (If transfer student, one 200-level education course at USF)
5. Favorable paraprofessional evaluation
6. Completion of an admittance interview, if requested by the Education faculty.

K-12/Secondary Education Requirements at the University of Sioux Falls

- _ EDU201 Foundations of Education
- _ EDU 218 Paraprofessional in Education 3 s.h.
- _ EDU 231 Native American Studies for Educators 3 s.h.
- _ EDU 240 Technology in Education 3 s.h.
- _ EDU 251 Human Relations 3 s.h.
- _ EDU 304 Assessment & Evaluation 3 s.h.
- _ EDU 311 Content Literacy for ELL and Struggling Readers 3 s.h.
(EDU 311 Formerly Secondary Content Area Reading 2 s.h.)
- _ EDU 322 Differentiated Instruction 3 s.h.
- _ EDU 329 Secondary/Middle Methods 4 s.h.
- _ EDU 405 Instructional Management 3 s.h.

- _EDU 410 Foundations of Middle School 2 s.h.
- _EDU 414 Student Teaching: K-12 10 s.h.
- _EXS 205 First Aid/CPR 1 s.h.

In addition, in order to be recommended for Spanish Teacher Certification, candidates must:

1. Receive a grade of a B- or above in Student Teaching.
2. Successfully complete the Praxis II – Principles of Learning and Teaching exam with a minimum score of 153.
3. Successfully complete the Work Sample project
4. Attend and participate in Mock Interviews.
5. Successfully complete the Praxis II –Spanish Content Examination with a minimum score of 160 prior to student teaching.

Section V. Compliance with Program Standards

Per conversation with Mr. Steve Fiechtner (3/23/11), documentation of how the Frederickson School of Education complies with all state regulations (Articles 24:53:04, 24:53:05, and 24:53:06) and aligns with INTASC standards is not included with this application. The USF Education School successfully demonstrated their compliance with such standards through renewed NCATE certification in 2009.

In this section, we will demonstrate how the Spanish curriculum at the University of Sioux Falls meets the requirements of **Article 24:53:07:26. K-12 world language education program**. “The required courses and experiences of a K-12 world language education program shall meet the American Council on the Teaching of Foreign Languages (ACTFL) standards, 2002 edition”.

First, we will present our proposed **Requisite Courses in Spanish for the Spanish Teacher Education Program at the University of Sioux Falls** with their objectives and how these align with the National Standards for Foreign Language Learning endorsed by ACTFL. These courses are currently offered at the University of Sioux Falls, with the exception of the Foreign Language Methods Course for undergraduates. While we have offered Foreign Language Methods for Graduate Education Students for the past 3 years, this will be new to our undergraduate catalogue.

Then, in order to provide additional detail about alignment with the National Standards for Foreign Language Learning and anticipate future NCATE review requirements, we will use components of the Program Report for the Preparation of Foreign Language Teachers from the American Council on the Teaching of Foreign Languages (ACTFL). Specifically, we will provide **Section II- List of Assessments** and **Section III – Relationship of Assessment to Standards**.

In this manner we hope to verify our compliance with applicable program standards for Foreign Language Learning so that Spanish Education might be added as a South Dakota certified teacher education program at the University of Sioux Falls.



Requisite Courses in Spanish for the Spanish Teacher Education Program at the University of Sioux Falls

USF Catalogue Description	Objectives/Student Outcomes	National Standards for Foreign Language Learning (NSFL)	Instructional alignment of Content with NSFL
<p>SPA 101 Elementary Spanish I. This course emphasizes the development of the fundamental elements of Spanish pronunciation, grammar, and vocabulary. Students practice speaking, listening, reading, and writing skills within a cultural context. (4 s.h.)</p> <p>SPA 102 Elementary Spanish II. A continuation of SPA 101. This course features a continued emphasis on correct pronunciation and acquisition of vocabulary, while expanding students' understanding of grammatical structures and development of language skills. Prerequisite: SPA 101. Enrollment is open for this class. Students with prior Spanish learning are encouraged to enroll in advanced classes. Speak with a Spanish professor or visit the Spanish Department website for more information. The Spanish CLEP exam may be used as a placement indicator and to transcribe credit for lower division courses. (4 s.h.)</p>	<p>By the end of Span 101/102 the student should be able to:</p> <ul style="list-style-type: none"> ❑ Demonstrate developing accuracy in Spanish pronunciation. ❑ Use fundamental vocabulary and simple structural patterns in oral and written forms. ❑ Read and comprehend basic written material and respond appropriately. ❑ Comprehend basic oral material and respond appropriately. ❑ Students will demonstrate a developing understanding of Spanish cultures and customs in their discussions and written work. 	<p>Communication</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (<i>Interpersonal</i>)</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics. (<i>Interpretive</i>)</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (<i>Presentational</i>)</p> <p>Cultures</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections</p> <p>3.1 Students reinforce & further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information & recognize distinctive viewpoints that are only available through the target language and its cultures.</p>	<p>All Communication Standards are addressed in SPA101-SPA202.</p> <p>Students have ample opportunities to learn new vocabulary and practice communication skills through interpersonal conversations, interpretation of appropriately difficult written materials, live communication and recorded audio-visual materials and present information to peers in class or in individual interviews with their instructors.</p> <p>All Culture Standards are addressed in SPA101-202.</p> <p>Students learn that the behaviors and practices of Spanish speaking peoples are related to their values and beliefs. In addition, students see, learn about and then discuss how the art, literature and other products of Spanish cultures reflect values and beliefs.</p> <p>Connections Standards are incorporated each time students learn about geography, history, literature, music and art in the SPA101-202 sequence. Often students find that this knowledge of world cultures is uniquely appreciated in the target language, as is the case of music and literature.</p>

<p>SPA201 Intermediate Spanish I. This course integrates the development of more advanced reading and communication skills using authentic literature that reflects the diverse views of Spanish- speaking peoples and their cultures. It also features extensive review of the fundamentals presented in SPA 101 & 102, which enables students to refine their understanding and use of grammatical concepts. (3 s.h.)</p> <p>SPA 202. Intermediate Spanish II. A continuation of SPA 201, this course continues to help students develop their knowledge and use of grammar concepts, while focusing on the comprehension of authentic literature and promoting greater communicative proficiency. (3 s.h.)</p>	<p>By the end of Span 201/202 the student should be able to:</p> <ul style="list-style-type: none"> ■ Demonstrate developing accuracy in the Spanish pronunciation of both familiar and unfamiliar words. ■ Use expanding vocabulary and structural patterns in oral and written forms of communication. ■ Demonstrate developing accuracy in using a variety of tenses in communication. ■ Read and comprehend authentic written material and respond appropriately. ■ Comprehend authentic oral material and respond appropriately. ■ Students will demonstrate a developing understanding of Spanish cultures and customs in their discussions and written work. ■ Students will demonstrate an awareness of how their own culture compares to the culture being studied. 	<p>Comparisons</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the target language and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities</p> <p>5.1 Students use the language both within & beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Comparisons</p> <p>Students reflect on their own knowledge of English language structures and usages and compare them to the target language. Students reflect on aspects of their own culture and compare them to similar aspects of Spanish culture.</p> <p>Communities</p> <p>Students use web-based materials to practice Spanish language skills and to acquire new information. Students attend community events, campus multicultural activities to interact with people who are Hispanic or have had positive interactions with Hispanic peoples and use web-based materials to enjoy the images and sounds of Spanish language and culture. .</p>
---	--	--	---

Requisite Courses in Spanish for the Spanish Teacher Education Program at the University of Sioux Falls

USF Catalogue Description	Objectives/Student Outcomes	National Standards for Foreign Language Learning (NSFL)	Instructional alignment of Content with NSFL
<p>SPA 301. Introduction to Hispanic Literature I: This course augments students' skills in conversation and writing through a survey of Hispanic literature. Through the broad study of literature, students develop the ability to write and speak about the products, practices, and perspectives of hispanic peoples, and how those are influenced by the culture of origin and history. (3 s.h.)</p> <p>SPA302. Introduction to Hispanic Literature II: This course augments students' skills in conversation and writing through a survey of Hispanic literature. Through the broad study of literature, students develop the ability to write and speak about the products, practices, and perspectives of hispanic people and how those are influenced by the culture of origin and history. This course differs from SPA 301 in author/literature content. SPA 301/302 may be taken out of sequence. (3 s.h.)</p>	<p>By the end of SPA 301/302 the student should be able to:</p> <ul style="list-style-type: none"> ▮ Identify historical events that have influenced Hispanic literature. ▮ Read and demonstrate comprehension of authentic Hispanic literature. ▮ Discuss characteristics of literary works in Spanish. ▮ Prepare literary analyses and summaries in Spanish. ▮ Compare literary thought to his or her own experiences & express opinions in Spanish. 	<p>Communication</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (<i>Interpersonal</i>)</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics. (<i>Interpretive</i>)</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (<i>Presentational</i>)</p> <p>Culture</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>SPA301/302 is a broad introduction to both Peninsular Spanish and Latin American Literature in which students learn about the history and geography pertinent to different periods and genres.</p> <p>Communication</p> <p>Students interpret background information that is spoken and/or written in Spanish.</p> <p>Students interpret literature and historic information through film.</p> <p>Students engage in conversations about the background information and literary works experienced through reading and film.</p> <p>Students present formal analyses of literature or historical contexts in class or other venues such as the Undergraduate Research Conference.</p> <p>Students create and present works of their own in a targeted literary style.</p> <p>Culture</p> <p>Students identify how historical practices are related to the values and beliefs of hispanic people living in a particular place at a particular time.</p> <p>Students accurately associate characteristics of literature (& other arts) with the values and beliefs of hispanic people living in a particular place at a particular time.</p>

		<p>Connections</p> <p>3.1 Students reinforce & further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information & recognize distinctive viewpoints that are only available through the target language and its cultures.</p> <p>Comparisons</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the target language and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities</p> <p>5.1 Students use the language both within & beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Connections</p> <p>Students accurately associate literary products with a specific geographic location and identify historical factors that influenced the work.</p> <p>Because knowledge of specific Spanish cultures associated with different regions is not regularly included in K-12 education, students gain new information about other peoples and their histories through the “voices” of writers who represent those cultures.</p> <p>Comparisons</p> <p>Reading authentic literary works in their original form is challenging for the undergraduate student. With assistance from the instructors, students are able to continue to compare Spanish grammar and usage with English (or other 1st language).</p> <p>Students have opportunities to reflect on how literature at times portrays similar cultural patterns and other times practices, products and perspectives that are very different from their own.</p> <p>Communities</p> <p>Through literature and film, students develop an appreciation for the literary products of Spanish cultures that can be enjoyed throughout their lives.</p> <p>Students find online materials that provide access to written literature and/or audio-visual representations of literature.</p>
--	--	--	---

Requisite Courses in Spanish for the Spanish Teacher Education Program at the University of Sioux Falls

USF Catalogue Description	Objectives/Student Outcomes	National Standards for Foreign Language Learning (NSFL)	Instructional alignment of Content with NSFL
<p>SPA350. Spanish Composition. The focus of Spanish composition is engaging in the writing process for a variety of communicative tasks. Writers develop resources for formulating and organizing ideas, as well as editing, to communicate more effectively. Considering cultural and situational context is always a part of the communicative task (3 s.h.)</p>	<ul style="list-style-type: none">  Students discuss & explain grammar in the target language using correct technical terms.  Students compare English and Spanish grammar relevant for learners of Spanish as a second/foreign language.  Students identify main ideas & supporting details of written discourse.  Students demonstrate an emerging ability to understand written discourse beyond the literal meaning of the text.  Students demonstrate an emerging ability to write and speak about abstract topics and defend a point of view.  Students produce writing samples and speech comprehensible to native speakers unaccustomed to dealing with non-native speakers.  Students use advanced grammatical structures 	<p>Communication</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (<i>Interpersonal</i>)</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics. (<i>Interpretive</i>)</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (<i>Presentational</i>)</p> <p>Cultures</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections</p> <p>3.1 Students reinforce & further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information & recognize distinctive viewpoints that are only available through the target language and its cultures.</p>	<p>Communication</p> <p>Students participate in class discussions, explain grammar, practice oral summaries, give short talks, present oral arguments, and perform a variety of other advanced communicative tasks.</p> <p>Students engage in various listening activities based on pedagogical as well as authentic audiovisual material designed for a variety of audiences: grammar explanations, class discussions, TV commercials and news, soap operas, etc.</p> <p>Students make formal presentations to their peers on assigned topics.</p> <p>Cultures</p> <p>Students examine socio-cultural issues expressed through written and audiovisual materials. Interviews with native speakers will also be conducted and the results will be discussed in class.</p> <p>Connections</p> <p>Students read essays and literature selections that provide information about history, political science, sociology and geography.</p> <p>Students conduct interviews with native speakers.</p>

	<p>when speaking Spanish.</p> <ul style="list-style-type: none"> ❖ Students understand the multiplicity of Hispanic cultures as manifested through language variation. ❖ Students demonstrate an understanding of cultural patterns of interaction. ❖ Students use culturally appropriate communication strategies. 	<p>Comparisons</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the target language and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities</p> <p>5.1 Students use the language both within & beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Comparisons</p> <p>Students examine socio-cultural issues expressed through written and audiovisual materials.</p> <p>Communities</p> <p>Students are required to participate in campus and community cultural events to become acquainted with Hispanic culture in Sioux Falls.</p>
<p>SPA401. Integrated Civilization and Literature: Mexico and the United States. A holistic study of the civilizations of Mexico and the United States; the products, practices and perspectives of their peoples. (3 s.h.)</p> <p>SPA402. Integrated Civilization and Literature: Spain. A holistic study of the historic civilizations that have contributed to the development of modern Spain, and the products, practices and perspectives of its peoples. (3 s.h.)</p> <p>SPA403. Integrated Civilization</p>	<p>Common objectives for the Integrated Civilization and Literature Courses:</p> <ul style="list-style-type: none"> ❖ Correctly identify the Hispanic countries located in targeted region. ❖ Correctly identify the peoples who inhabited those regions in pre-Colonial eras. ❖ Accurately describe patterns of colonization in Latin. ❖ Read and comprehend authentic Spanish literature and analyze its historical and literary significance. 	<p>Communication</p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (<i>Interpersonal</i>)</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics. (<i>Interpretive</i>)</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (<i>Presentational</i>)</p> <p>Cultures</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>Communication</p> <p>Students discuss the literature that they experience and the information that they have learned with each other and the instructor. Such discussions often include personal opinions and values.</p> <p>Students experience literature and civilization content through reading, listening to audio, and viewing audiovisual materials such as films and recordings of literary works.</p> <p>Students make formal presentations about research topics.</p> <p>Cultures</p> <p>Students associate the behaviors and actions of the peoples being studied with the beliefs and values of their times.</p>

<p>and Literature: Central America and the Carribean. A holistic study of the civilizations of Central America and the Carribean; the products, practices and perspectives of their peoples. (3 s.h.)</p> <p>SPA404. Integrated Civilization and Literature: The Northern Peoples of South America. A holistic study of the civilizations of the Northern countries of South America; the products, practices and perspectives of their peoples. (3 s.h.)</p> <p>SPA405. Integrated Civilization and Literature: The Southern Cone of South America. A holistic study of the civilizations of the Southern Cone of South America; the products, practices and perspectives of their peoples. (3 s.h.)</p>	<ul style="list-style-type: none"> ❖ Comprehend authentic oral material (e.g. films) and participate in discussions related to such material. ❖ Engage in research <i>in the target language</i>, using both reference information and the periodicals available through library databases. In written work and presentations, students will accurately cite their sources using MLA writing conventions. ❖ Demonstrate a developing understanding of Spanish cultures and customs in discussions and written work. ❖ Demonstrate an awareness of how their own culture compares to the culture being studied. 	<p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections</p> <p>3.1 Students reinforce & further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information & recognize distinctive viewpoints that are only available through the target language and its cultures.</p> <p>Comparisons</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the target language and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities</p> <p>5.1 Students use the language both within & beyond the school setting.</p>	<p>Students analyze cultural products such as literature, art, and music to make connections to the values of beliefs of their creators.</p> <p>Connections</p> <p>Students regularly become more informed about world history and geography. In addition, they learn how advances in other disciplines such as the natural and political sciences influence language and literature. Students experience the viewpoints of members of the target cultures through their own words, unaltered by translation.</p> <p>Comparisons</p> <p>Students doing the difficult work of comprehending authentic literary texts continue to compare the grammar and usage of Spanish in comparison with their own. Students discuss how products, practices, and perspectives of target cultures compare with their own.</p> <p>Communities</p> <p>Students utilize both library databases and credible online sources to connect with writers and thinkers from the target culture. These skills will enable students to continue to</p>
--	--	---	--

		5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	learn and research independently in the future. Students experience authentic literature and literary themes through film, which is a learning tool that learners will enjoy throughout their lives.
(Catalogue Number to be Created) Foreign Language Teaching Methods.	<ul style="list-style-type: none"> ✓ Students will be able to plan effective, pedagogically sound instruction. ✓ Students will align classroom goals & objectives with National Standards for Foreign Language Learning. ✓ Students will be able to use language acquisition theory to justify instructional choices. ✓ Students will learn to use a variety of teaching methods to promote the 5 C's: Communication, Cultures, Connections, Comparisons & Communities. ✓ Students will practice reflective thinking to promote continuous improvement of teaching skills. 	<p>INTASC Standards will be referenced here :</p> <ol style="list-style-type: none"> 1. The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. 2. The teacher understands how children/youth learn and develop & can provide learning opportunities that support their intellectual, social and personal development. 3. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities. 4. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills. 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement 	<p>INTASC Standards in FL Methods</p> <p>Teacher candidates identify core theories of language acquisition and associated research.</p> <p>Teacher candidates information about professional language organizations to identify their missions and services for future use.</p> <p>Teacher candidates clearly articulate the National Standards for Foreign Language Learning and plan instruction to address each one of the five learning goals.</p> <p>Teacher candidates identify learner characteristics that necessitate differentiated instruction.</p> <p>Teacher candidates practice adapting lesson plans to differentiate instruction.</p> <p>A focus on Communication, Cultures, Connections, Comparisons, & Communities results in more frequent engagement in critical thinking, problem solving and performance practice.</p> <p>Teacher candidates identify effective grouping strategies and classroom management techniques that promote</p>

		<p>in learning, and self-motivation.</p> <p>6. The teacher uses knowledge of effective verbal, non-verbal & media communication techniques to foster active inquiry, collaboration, & supportive interaction in the classroom.</p> <p>7. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>8. The teacher understands and uses formal and informal assessment strategies to evaluate & ensure the continuous intellectual, social, & physical development of learners.</p> <p>9. The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>10. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.</p>	<p>positive interaction and student engagement.</p> <p>Teacher candidates can differentiate evaluative feedback (IRE) from feedback designed to elicit extended discourse (IRF).</p> <p>Teacher candidates articulate the value of maintaining a collegial classroom environment so that the affective filter remains low to facilitate language acquisition.</p> <p>Teacher candidates prepare to implement National Foreign Language Learning Standards within the framework of an established school or district curriculum.</p> <p>Teacher candidates prepare units and lessons that include formative assessments to monitor the development of language skills.</p> <p>Teacher candidates provide weekly reflections during the student teaching experience to their methods instructor, who assists in this critical reflection on instructional choices and observations.</p> <p>Teacher candidates articulate and practice the importance of respectful, professional communication with all persons with whom they interact as a Teacher candidate and then teacher.</p>
--	--	---	--

SECTION II— LIST OF ASSESSMENTS

NCATE review instructions: In this section, list the 6-8 assessments that are being submitted as evidence for meeting the 24:53:07:26 standards. All programs must provide a minimum of six assessments. If the Department of Education does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

USF planned assessment data

Name of Assessment ¹	Type or Form of Assessment ²	When will the Assessment be administered ³
1 Required: Praxis II Content Exam	Praxis II, SPANISH: WORLD LANGUAGE (5195)	Prior to Student Teaching Experience.
2 [Assessment of content knowledge in world language education] May Include: <ul style="list-style-type: none"> a. Content-course Grades b. Content Portfolio c. Comprehensive Exam d. Capstone Project 	<p>SPA101-202. Speaking assessments in the form of interviews with the instructor or observed student interpersonal conversations. The instructor uses evaluation rubrics based on ACTFL speaking performance standards to track student speaking development.</p> <p>SPA101-102. Final cumulative exams demonstrate recognition of significant amounts of Spanish vocabulary, developing awareness of grammar concepts with connections to meaning in English, and the ability to interpret both written and spoken Spanish language.</p> <p>SPA301/SPA302 Written course exams in which the student must identify the historical/cultural context in which works of literature were produced.</p>	<p>At least once per semester in each course, SPA101 through SPA202 that the student takes at the University of Sioux Falls.</p> <p>At least once per semester in each course, SPA101 through SPA202 that the student takes at the University of Sioux Falls.</p> <p>At least once per semester in this third year Introduction to Literature sequence.</p>

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment¹	Type or Form of Assessment²	When will the Assessment be administered³
<p>[Assessment of content knowledge in world language education, continued.]</p>	<p>SPA350 Students create a composition and edit to produce an essay that effectively conveys information and opinions about an assigned topic.</p> <p>SPA40X Integrated Literature and Civilization courses. Students conduct research about a particular geographic region or historical event and give a formal oral presentation about the topic in Spanish to their peers .</p>	<p>At least once during the course.</p> <p>At least once per semester in each Integrated Literature and Civilization course. Teacher candidates must take two of these courses.</p>
<p>3 [Assessment of candidate ability to plan instruction]</p>	<p>Teacher candidates prepare one unit and 5-8 lesson plans.</p> <p>Teachers prepare their own teaching philosophy in which they describe how knowledge of language acquisition theory and standards will impact their teaching, as well as plans for maintaining their own professional growth as a teacher and Spanish speaker.</p> <p>Teacher candidates identify how research and language theory supports National Foreign Language Learning Standards.</p>	<p>Foreign Language Methods Course.</p> <p>Foreign Language Methods Course.</p> <p>Final written exam in the Foreign Language Methods Course.</p>
<p>4 [Assessment of student teaching]</p> <p>May Include:</p> <ul style="list-style-type: none"> a. Cooperating Teacher Evaluation b. Institution Supervisor Evaluation 	<p>USF cooperating teacher evaluation form.</p> <p>USF University Supervisor evaluation form.</p>	<p>Each twice during the student teaching experience.</p>

Name of Assessment ¹	Type or Form of Assessment ²	When will the Assessment be administered ³
5 [Assessment of candidate effect on student learning] May Include: a. Teacher Work Sample b. Pre/Post Assessment Data	Teacher candidates collect data on two specific students whose work has indicated a need for a different teaching strategy or approach. For this project you will need to gather three work samples from each of the two students. The first work sample will show the student's work prior to your applying the new strategy or approach. The second and third work samples will reflect changes in student growth and success as a result of your intervening strategy or approach.	Data collected during student teaching, submitted in a portfolio and presented to teacher candidate peers.
6 [Pedagogy-based certification exam] Required: Principles of Learning and Teaching	Praxis II exams: Principles of Learning and Teaching	Prior to completion of the student teaching semester.
7 Additional assessment that addresses ARSD 24:53:07:26 standards (optional)]	Formal presentation to the USF community about a study abroad experience that has impacted the students language ability and cultural understandings. <i>This is not required of all graduating students, but it is required of all students who study abroad to earn elective credit toward their degree.</i>	In the semester following the student's study abroad experience.
8 Additional assessment that addresses ARSD 24:53:07:26 standards (optional)]	ACTFL Oral Proficiency Exam, administered either by a certified OPI tester in person or via telephone interview service.	Prior to the student teaching experience.

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

NCATE REVIEW INSTRUCTIONS: For each ARSD 24:53:07:26 standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ARSD 24:53:07:26 standards.

USF Planned Assessment Data, Applicable Assessments are indicated with large bold numerals.

ACTFL STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>
<p>3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p>	<p><input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8</p>

ACTFL STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the <i>Standards for Foreign Language Learning</i> and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the <i>Standards for Foreign Language Learning</i> and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<p>6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8

Section VI. Faculty

Wilfrido Suárez-Meza, Assistant Professor of Spanish at the University of Sioux Falls since Fall 2008.

Education: **Ph.D. (ABD) Modern Languages and Literatures, Spanish** from the University of Nebraska, Lincoln. Dissertation: **Modelización social en dos novelas novohispanas: *Vida y hechos del famoso caballero don Catrín de la Fachenda y el Periquillo Sarniento***. Major field of concentration: Colonial Latin American Literature. **M.A. in Modern Languages and Literature, Spanish** from the University of Nebraska, Lincoln, May, 2003. **Bachelor in Management and Business Administration**, Universidad de Guadalajara, Guadalajara, Mexico, May, 1989. **English as a Second Language**, Union College, Lincoln, NE, U.S.A., May, 1994. **Diploma in Developing Executive Skills**, I.T.E.S.M. Guadalajara, México, May 1992.

Experience: Assistant Professor at the University of Sioux Falls teaching all levels of Spanish instruction. Instructor in the University of South Dakota Spanish Department in Vermillion, 2006-2008. Graduate Teaching Positions through the University of Nebraska, 2000-2006. Additional teaching experiences include high school classroom and distance education teaching in Nebraska while a graduate student.

Professor Suárez is a native speaker of Spanish who speaks English fluently. He also reads French and is learning German and Italian.

Diane Van Den Oever, Assistant Professor of Spanish at the University of Sioux Falls since Fall 2007.

Education: **Ed.D. (ABD) Adult Higher Education** from the University of South Dakota, Vermillion. Dissertation: **The Correlation between Spanish Study and the Development of Intercultural Competence**. M.A. Secondary Education, University of South Dakota. B.S. Business Management, University of South Dakota. Additional studies in Linguistics from the University of Texas at Arlington.

Experience: Assistant Professor at the University of Sioux Falls teaching all levels of Spanish instruction, Foreign Language Instruction, and Latin American History, 2007-present. Spanish Instructor and Spanish Section Coordinator at the University of South Dakota, 2002-2006. Five years as a High School Spanish teacher for the Fort Worth Independent School District between 1995-2002. Teaching assignments included Spanish for Native Speakers at Northside High School and Spanish as a second language at Southwest High School. While at Northside, she participated in training for Spanish AP course development and began an AP class there. Professor Van Den Oever holds a lifetime teaching certificate for K-12 Spanish in Texas and an expired South Dakota K-12 teaching certificate. In addition, she serves as the President of the South Dakota World Languages Association, is a past recipient of the SDWLA Teacher of the Year award, and has been the coordinator for the National Spanish Examination in South Dakota since 2002.

Section VII. Library Facilities

UNIVERSITY OF SIOUX FALLS NORMAN B. MEARS LIBRARY

Mears Library seeks to serve its users by supporting the educational needs of University of Sioux Falls (USF) students and faculty. The Director of Library Services and staff endeavor to build the collection around the USF curriculum. Currently, the collection contains about 96,000 volumes, plus numerous non-book sources.

SDLN

Mears Library is a member of the South Dakota Library Network (SDLN). SDLN includes academic libraries (from both public and private institutions), public libraries, special libraries (law, medical, and EROS), school libraries, and the South Dakota State Library.

Cooperative Circulation Agreement

Mears has a Cooperative Circulation Agreement with the following libraries:

- Augustana College
- McKennan Health Services Medical Library
- Siouxland Libraries
- Southeast Technical Institute
- Wegner Health Science Information Center
- Colorado Technical University (Sioux Falls)

LIBRARY MEDIA AND TECHNOLOGY RESOURCES

The Mears Library has an updated computer lab and wireless internet access. Laptops, headphones, etc. are also available for checkout. Group study is possible in a room equipped with TV/DVD/VCR.

Online databases are accessible both on and off-campus. These databases include Credo Reference, EBSCO Host, Expanded Academic ASAP Infotrac, First Search, JSTOR, and ProQuest. In addition, the library has added the Britannica Encyclopedia in Spanish: La Enciclopedia Universal en Español.

In addition to expanding the university's collection of print Spanish reference and literature resources, the library has added over 70 DVD titles for use in Spanish courses and for independent viewing purposes.