Program Report for the Preparation of Foreign Language Teachers
American Council on the Teaching of Foreign Languages (ACTFL)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM   DD   YYYY

04 / 15 / 2009

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

B.A. French/Spanish Education (K-12)

7. NCATE Category

Foreign Language Education (multiple)

8. Grade levels[1] for which candidates are being prepared

K-12

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(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Louisiana Teaching Certificate

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

   ʝ Yes

   ʝ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)

> [ ]

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

> [ ]

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

> [ ]

4. Description of the relationship [2] of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

> [ ]

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

> [ ]

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(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the

program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University[5]	
Assignment: Indicate the role of the faculty member[6]	
Faculty Rank[7]	
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	
Teaching or other professional experience in P-12 schools[11]	

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

10. Complete the ACTFL/NCATE Program Self-Assessment Table and attach below.
Go to the following URL for a copy of this table. Save it to your computer, fill it out, and then upload it below.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state 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.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS Content Exam: French Content Knowledge (#0173) & Spanish Content Knowledge (#0191)	State licensure test	6th or 7th semester of program
Assessment #2: Content knowledge in langugage to be taught (required)	Final Assessment of Content Knowledge	Portfolio includes Departmental Final Exit Exam	Final semester of program
Assessment #3: Candidate ability to plan (required)	Foreign Language Instructional Portfolio	Portfolio	Student Teaching Semester French/Spanish 474 and 475
Assessment #4: Student teaching (required)	Final Assessment of Student Teaching	Performance Project	Student Teaching Semester
Assessment #5: Candidate effect on student leaning (required)	Student Learning Portfolio	Portfolio	Student Teaching Semester French/Spanish 474 and 475
Assessment #6: Additional assessment that addresses candidates oral proficiency (required)	Oral Proficiency Interview	Oral Exam	7th or 8th semester of program
Assessment #7: Additional assessment that addresses ACTFL standards (required)	Final Paper on Theories and Summary of Journal Articles	Written Project and Written Paper	French/Spanish 474
	Foreign Language Lesson Plan	Written Project	French/Spanish 475

Assessment #8: Additional assessment that addresses ACTFL standards (optional)			

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each ACTFL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACTFL standards.

	#1	#2	#3	#4	#5	#6	#7	#8
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 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 opportunties to learn about varieties of the target language on their own.								
2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and it's 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 presepctives 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.								
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.								
4.Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.								

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.	€	€	€	€	€	€	€	€
6. Professionalism. Candidates (a) engage in professional development opportunties that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign langue 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.	€	€	€	€	€	€	€	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

2. CONTENT KNOWLEDGE: Assessment of content knowledge[15] in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interprersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinar content; and other portfolio tasks[16]. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

ACTFL Assessment 2 Portfolio.doc	ACTFL Assessment 2 Capstone Course.doc
Assess 2 French Reading Test 1.doc	Assess 2 French Reading 2.doc
Assess 2 French Reading Key 3.doc	Assess 2 French Read ing Assessment 4.doc
Assess 2 French Writing Test.doc	Assess 2 French Writing Test Eval.doc
Assess 2 French Listening Test 1.doc	Assess 2 French Listening Key 2.doc
Assess 2 French Listening Eval3.doc	Assess 2 Spanish Reading Exam 1.doc
Assess 2 Spanish Reading Rubric 2.doc	Assess 2 Spanish Writing Test.doc
Assess 2 Spanish Writing Assessment Rubric.doc	Assess 2 Spanish Listening Rubric.doc
Assess 2 Spanish Listening Key.doc	

See **Attachments** panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.
(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS:Assessment that demonstrates candidates can effectively plan classroom-based

instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4 and 5. Examples of assessments include the evaluation of candidates' ablities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

ACTFL Assessment 3 Portfolio.doc

See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to standards 3,4,5 and 6. An assessment instrument used in student teaching should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

ACTFL Assessment 4 Student Teaching Evaluation.doc	ACTFL Assessment 4 Understanding Language Acquisition.doc

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING. Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3,4, and 5. Examples of assessments include those based on student work samoles, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

6. CONTENT KNOWLEDGE: Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

7. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference partcipation, philosophy statements, and case studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

8. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks,licensure tests not reported in #1 and

follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Section VI

In response to the recent NCATE review, the Department of Foreign Languages reviewed all of its French and Spanish courses and the exit exams that it uses for assessment of graduating seniors. The Department has used ACTFL standards for assessment since 1993, and the testing from the elementary through the advanced levels has been designed to assist faculty in monitoring the students' development of skills. The overall outcome of assessment for students in both French and Spanish has indicated that the success rate is between 80% and 90% for Arts and Sciences students. Unfortunately, the success rate of the two students in Spanish who have or will complete their degrees before 2010, the success rate is not satisfactory. There have been no French graduates although the program currently has four new majors at various stages. The data, therefore, is not really significant enough to evaluate accurately the work of the Department, especially when reviewing the overall academic activity of the students is taken into consideration. Nevertheless, as a result of the NCATE review, French and Spanish faculty have undertaken a review and revision of assessment procedures and have added rubrics to a number of courses to help assess outcomes. The following changes have been instituted:

1. Graduating students will be required to arrange an OPI with a certified ACTFL evaluator and will be expected to reach the intermediate low level or higher.
2. The exit exam for culture and civilization assessment will be dropped. In place of the exam faculty will embed items in these courses so that results can be added to the students' portfolios that will demonstrate outcomes equal to those established by ACTFL and NCATE. These rubrics will be in place by the fall of 2009.

3. Students will begin to maintain a portfolio in the spring of 2009 which will include samples of their work along with rubrics and results. A number of rubrics measuring outcomes have already been created and can be found in the Attachments section.
4. Work began in the spring of 2008 to help students to prepare for the Praxis exam. Workshops were begun, and several students have participated. Some classroom activities and testing techniques have already been added which require more active participation on the part of the students.
5. All parts of the exit exam have been reviewed, and new rubrics have been developed based on standards.
6. An additional evaluation form has been developed to be used to evaluate student teachers. The form was created by the language department's applied linguistic and does address specific goals for language students. It will be used in tandem with the generic form coming from the College of Education and Human Resources.

Standard 1

1a The exit exam will now require that students test at the advanced low level on the oral proficiency exam administered by ACTFL certified examiners. Students are already tested against ACTFL Standards at the elementary, intermediate, and advanced levels. These results will help faculty and students identify progress before the exit exam takes place.

1b. In the spring of 2009 the faculty reviewed all advanced courses and have added a portfolio assessment for majors in French and Spanish. No data is available at this time, but the system has been established and will be used beginning with the summer of 2009. Several courses throughout the advanced level now include components and rubrics which faculty can use to evaluate progress toward proficiency and address specific goals.(See Attachment 2-portfolio and Attachment 3-rubrics) ACTFL Standards have been the goals since 1993, and courses and tests have been created to work toward meeting those outcomes. However, the review this spring has resulted in revisions which will be compiled in portfolios. Commercial French and Grammar and Composition have added new activities, and students will exchange correspondence with native French speakers. Topics on friends, family, school, plans for the future and a past narration will be included along with topics where students must express opinions and make cultural comparisons. Students already create brochures, posters, and PowerPoint presentations to teach grammar points. Students in Commercial French and French Conversation are introduced to pragmatic strategies such as expressing politeness, changing topics, negotiating consensus, greetings and leave taking. Students view videos taken from commercial film scenes and/or taped exchanges. They must analyze the conversations in sociolinguistic terms. Discussion highlights appropriate vocabulary for verbal markers and creates awareness of nonverbal markers such as stress, intonation, and pauses. At the end of the French 324 conversation course, students are given an OPI examination conducted by one of the French faculty who was certified to give the exam but whose certification has lapsed. (See Attachment 2-portfolio). In French Grammar and Composition students are required to teach a grammar point along with methods of practicing and demonstrating mastery. Rubrics have been designed to determine whether students approach, meet, or exceed the standard. (See Attachment 2-portfolio) These results will be used to advise students and to guide them in seeking improvement. In Spanish Conversation students progress through assignments that reflect ACTFL guidelines: an uncomplicated situational activity that presents some difficulty with vocabulary and sentence structure, situations that include unexpected complications, to situations in which the student is easily able to handle the complication, demonstrates extended discourse, narrates in past, present, and future and shows good control of aspect. (See Attachment 2-portfolio) In Spanish Grammar and Composition students move from compositions that relate to common themes expressed in paragraph length, to compositions that demonstrate more length and combination of sentences, some cohesive devices and narration in all time frames. By the end of the course students write on more advanced topics and combine sentences, use a variety of cohesive devices, and demonstrate good control of most

frequently-used structures, narrating in all time frames. In Commercial Spanish students work with ads from different countries and highlight both cultural and linguistic variations. Students learn in the target language, do mock interviews, incorporate the Internet, use films, listen to newscasts, and make comparisons with their own country. They write business letters, develop a CV, and interact with websites. They specifically explore idiomatic expressions necessary for commercials and newspapers. They also identify different protocol and politeness in the business world and identify changes in language due to business needs. In addition to the use of a portfolio, the exit exams in French and Spanish have been redesigned to demonstrate with clear rubrics what the student's proficiencies are at the time of graduation (See Attachment I) The Department will begin in the summer of 2009 to collect data in student portfolios to assist faculty and students in tracking their development in all areas. Students will be responsible for maintaining the data on-line, and the data will include essays, journals, test samples, etc. (See Attachment 2-portfolio).

1c In all of these courses students are required to identify and work with patterns that are different in English In French Phonetics students compare French and English phonological forms. They learn key differences between the two systems and use the knowledge to identify pronunciation problems. Topics include differences in stress, rhythm, intonation, articulatory tension, lip and tongue position, nasals, etc. In literature and culture and civilization courses in French significant attention is given to developing vocabulary and in developing the skill to infer meaning from context.. Students can also recognize specific syntactic patterns and compare them to English. They can also describe some of the key syntactic differences. They move from having to identify problem words to using a variety of idiomatic expressions. In Spanish Phonetics students must distinguish allophones and phonemes and compare them to English. In group practice they diagnose and correct their own pronunciation. Students can recognize phonetic symbols and describe them in an articulatory manner. They can also begin to explain phonological rules which account for certain sound changes attributable to phonetic environment. On written tests and in recorded exercises they can diagnose and correct their own pronunciation difficulties. Students can also give examples of standard/substandard language usage and understand differences between Latin American and Peninsular Spanish.(See Attachment 2-portfolio) Opportunities also exist through working in the Language Learning Center and teaching sixth graders in local elementary schools to help students to improve their own skills. Service learning opportunities are being sought to contribute to the students' abilities to learn on their own. There are also significant study abroad programs in which students can work directly with their languages.

Standard 2

2aConnections among perspectives on cultures and practices and products are emphasized in all courses but especially in the courses on culture and civilization and literature. Students are required to participate in activities in these classes which help them to develop their ability to demonstrate their knowledge. The four basic skills of reading, writing, speaking, and listening are still the primary objective in these classes, and these outcomes are evaluated routinely. The final exit exam has been changed and will no longer include a section on culture and civilization athough students will continue to analyze a work of literature. However, activities and requirements have been embedded within the culture and civilization courses, and rubrics will be created to determine outcomes based on ACTFL Standards. Study abroad requirements include journals and comparative papers in Spanish and will include such assignments in the future in French. When studying abroad students are required to maintain a journal which highlights and compares experiences and to write on topics such as attitudes toward work and play, parties, family life, etc.(See Attachment 5) French Culture and Civilization provides the opportunity to acquire a background in cultural products and practices, relate these to different perspectives such as the French penchant for commemoration, the messianic theme in political life, rationalism, and the roles of women and revolution. Students must relate their examination of literary and aesthetic products to contemporary

perspectives in homework and in exam essays. (See Attachment-2) Native speakers frequently give presentations on their experiences living in Francophone cultures. Students read authentic literary materials in literature classes. They create presentations on important writers and movements. They must interpret thematically and critically, taking into account historical, social, and cultural contexts. There are three courses in Spanish Culture and Civilization (Spain, Mexico, Latin America), but all take similar approaches and require students to compare and contrast with their own and other cultures (for example, the differences among Aztec, Maya, and Inca civilizations) and examine various attitudes toward death, family, punctuality, gender, and relationships which differ among cultures. The course on Spain spends time on the evolution of language. In the Culture and Civilization of Latin America, students create a timeline and use the history and political development as the background for literature, art, and music. A major objective is to help students understand the evolution and development of Latin American culture and civilization as a whole and to recognize differences depending upon region. In the Culture and Civilization of Mexico students identify key historical, social, and geographical elements on tests and special assignments. In all the courses students engage in activities which require them to interpret and analyze in written assignments as well as conversational activities.(See Attachment 2-portfolio) In literature classes, which include the capstone course, students analyze pieces of literature and develop critical thinking skills through assignments and tests. Students also present their work to other students orally in PowerPoint presentations. The Departmental capstone course for both French and Spanish students includes written and oral components which can be evaluated following ACTFL guidelines. (See Attachment 4) By preparing and presenting reports in both literature and culture and civilization classes, students must demonstrate an understanding of material and learn to communicate and explain it to others. Attention is also given to other disciplines especially in courses like Commercial Spanish where students must use statistics, understand something about agriculture, and explore business practices.

2b In Culture and Civilization courses, literature courses, and the capstone, students are required to do independent research in authentic texts. Their topics of investigation are directly related to the target culture, and students must make comparisons with other civilizations.

2c In courses as disparate as Commercial French and Spanish and the Literature of Spain from 1898 onward, students integrate information about economics, history, literature, and the arts.

Standard 3

3a The Department has used outcomes assessment based on ACTFL guidelines since 1993 and has modified courses and assessment tests as needed to determine outcomes more clearly. All majors, whether Education or Arts and Sciences, are introduced to the proficiency goals in advising meetings. The assessment outcomes are also listed on the informational bulletin board next to the main office. Faculty members frequently refer to the goals in classes and in individual advising meetings. Each French and Spanish course, from elementary to the graduate level, has as its first objective to improve the students' abilities to read, speak, understand, and write the target language, and an explanation of the goals is shared with the students so that they will better understand what course goals are. At the elementary, intermediate, and advanced levels students are tested to determine their progress in all the skills. In order to determine progress toward the goals, French and Spanish faculty agreed on a test pattern at the elementary and intermediate levels which includes reading and writing sections which can be evaluated using proficiency rubrics (See Attachment 2- portfolio). In the second and third semesters oral exams were added with the same purpose using ACTFL designed situations and rubrics. (See

Attachment 2-portfolio) At the intermediate level students are evaluated to determine if they are performing at the intermediate low level. In addition, most courses beginning at the elementary level include a significant cooperative approach to learning. Students are guided in developing an ability to recognize errors in themselves and to self-correct and to identify the errors of others and to assist them in making corrections. This approach is used in group and pair work throughout the advanced courses. Students are developing their own understanding of standards and learning about activities and strategies to use when they begin to teach.

3b The courses in Applied Linguistics 474 and 475 develop student understanding of the process of acquiring language proficiency. They are guided in the process of creating a supportive learning environment. They have the opportunity to learn how to negotiate meaning and to have meaningful interaction with their students. A new evaluation form has been designed (See Attachment 6) to assist the supervising teacher in identifying the special needs and dispositions of language teachers. The courses include a variety of instructional practices which reflect language outcomes and an articulated program of models and how to deal with diverse learners. Given the emphasis on cooperative learning in other classes, the new approach to advising, and the education of majors in the process of assessment and outcomes, they will be well prepared to apply similar assessments to their future students. French/Spanish 474 and 475 teach students to identify key concepts associated with second language acquisition theories and methods. They are required to identify some characteristics of different learning styles including field dependence /independence, tolerance of ambiguity, etc. In the final paper students must demonstrate some awareness of how second language theories are related to instructional practice. The student must describe his/her own ideas about such concepts as the role of the teacher/student in the classroom, the techniques he/she would use to create a supportive learning environment, the explicit teaching of grammar, the approach to error correction, etc.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.