NEW/REVISED PROGRAM
FOREIGN LANGUAGE EDUCATION

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the "Continuing Application".)

Please check the area below that applies:

a. New program to Educator Preparation Unit ☐

b. Program previously determined not recognized ☐

c. Program previously dropped or put on hiatus ☐

d. Program previously determined recognized with conditions by a SPA with conditions other than data ☐

e. Program resubmitting for initial approval due to revised standards ☐

f. Program resubmitting due to significant changes within the program ☐

Review Criteria

- Program alignment to standards

Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.

- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:** _____

2. **Program Name:** _____

3. **Program Compiler:** _____

4. **Date of Submission:** _____

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A <u>NEW</u> PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

- ☐ Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.
- ☐ Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

- ☐ Program Plan of Study that provides:
  - Coursework required of all candidates
  - Clear information about the sequence in which candidates take courses
  - Description of required field experiences/student teaching to include number of

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:

Standard	Course(s)	Course Description(s)
Standard 1: Language Proficiency		
Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High"		

Standard	Course(s)	Course Description(s)
according to the target language, as described above.		
Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines		
Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.		
Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs		
Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.		
Standard 4: Integration of Standards in Planning and Instruction		

Standard	Course(s)	Course Description(s)
Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.		
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning		
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.		
Standard 6: Professional Development, Advocacy, and Ethics		

Standard	Course(s)	Course Description(s)
Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.		