

Millikin University
College of Arts & Sciences
Department of Modern Languages
Spanish Education Major Assessment Report
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Executive Summary

The learning goals of the Spanish Education program are that students will:

1. demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
2. engage in meaningful interactions in Spanish with people from other countries.
3. analyze and conduct research on works of literature from the Spanish-speaking world.
4. demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

The Foreign Language – Spanish Education program prepares students to be proficient in the Spanish language through the attainment of a B.A. or B.S. in Spanish and K-12 requirements for Illinois State Board of Education licensure. In addition to the requirements for Spanish major, students will meet the curricular requirements of the K-12 education programs. The goal is to have students reach the level of proficiency as outlined by the learning goals, while simultaneously ensuring students complete the K-12 requirements for licensure by the Illinois State Board of Education.

Once students have completed sufficient coursework in both Modern Languages and School of Education, they must apply to be admitted to student teaching. At this time, the candidate must have a 2.7 cumulative GPA, including a 2.7 in professional education and major field coursework. The candidate must also be admitted to the School of Education, which includes having taken two math courses above MA098, successfully completed a minimum of 100 hours of field experiences, including a multicultural school experience, passing the Content Area Illinois Teacher Licensure Test, and must exhibit professional dispositions appropriate to successful classroom teaching. When admitted to the School of Education, candidates must have completed 24 credits (12 for transfer candidates). They must pass all four sections of Test for Academic Proficiency (TAP), passing the ACT PLUS WRITING test with a composite score of 22 or better (6 or better in Writing section) or pass the SAT with a score of 1110 (Evidence-based reading and writing plus mathematics equaling a score of 1110 or higher AND a minimum score of 26 on writing and language), They also must also have the Test of Basic Skills (TAP, ACT or SAT) on record at the Illinois State Board of Education.

Data on each teacher candidate are housed in LiveText and examined and disaggregated by Education faculty at the beginning of each academic year in order to evaluate the candidate's progress as well as the efficacy of the Foreign Language –Spanish Education Program. Candidates must have recommendations from faculty in the department, which are based on academic performance and acceptable dispositions. As all candidates complete their work in

Millikin's teacher education programs, a series of quality control checkpoints monitor the progress in their journeys. The checkpoints below are designed to ensure they are moving toward excellence in teaching and learning.

Checkpoint 1: Admission to Teacher Education

- Completion of 24 credits (12 for transfer candidates) with a minimum 2.7/4.00 cumulative grade point average (GPA)
- Passing all four sections of Test for Academic Proficiency (TAP), passing the ACT PLUS WRITING test with a composite score of 22 or better (6 or better in Writing section) or passing the SAT with a score of 1110 (Evidence-based reading and writing plus mathematics equaling a score of 1110 or higher AND a minimum score of 26 on writing and language)
- Test of Basic Skills (TAP, ACT or SAT) on record at the Illinois State Board of Education
- Completion of IN150 & IN151(Critical Reading, Research and Writing I and II) with a grade of C- or higher
- Successful completion of ED 170 or ME251 with a grade of C- or higher
- Successful Criminal Background Check
- Departmental recommendation based on dispositions
- Vote of the Committee on Teacher Education Programs

*All candidates must earn a grade of C- or higher in all identified content major courses as well as education courses

Checkpoint 2: Admission to Student Teaching

- 2.7 cumulative GPA
- 2.7 professional education GPA
- 2.7 cumulative GPA in major field coursework
- Admission to the School of Education
- One math course above MA098
- Successful completion of a minimum of 100 hours of field experiences, including a multicultural school experience
- Passing the Content Area Illinois Teacher Licensure Test
- Professional dispositions appropriate to successful classroom teaching

Checkpoint 3: Graduation Requirements

- Successful completion of the teacher education program, including student teaching
- Completion of Senior Seminar
- Completion of any other unfinished coursework
- Successful completion of all Embedded Signature Assessments (ESAs)
- Professional dispositions appropriate to successful classroom teaching

Checkpoint 4: Teacher Licensure

- Completion of entitlement procedures (submit state forms to the Licensure Officer, who then verifies that requirements are fulfilled for the Illinois State Teacher Licensure Board).
- Complete student teaching with a grade of B- or higher
- Passing the edTPA required for Initial Teacher Licensure

As the above Checkpoints indicate candidates must demonstrate a high standard for content knowledge in Foreign Language-Spanish Education. They must have the required GPA, pass all the required Embedded Signature Assessments (ESAs), pass the Oral Proficiency Interview (OPI) conducted by the American Council on the Teaching of Foreign Languages (ACTFL), and pass the Content Area Illinois Teacher Licensure Test. In addition, in order for a teacher candidate to secure teacher licensure, she/he must complete entitlement procedures: submit state forms to the Licensure Officer, who then verifies that requirements are fulfilled for the Illinois State Teacher Licensure Board.

Goals and Mission of the Spanish Education Major

The goal of the Spanish Education major at Millikin University is to prepare students with the learning goals of the Department of Modern Languages, while ensuring students work toward the completion of the Embedded Signature Assessments as required by Illinois State Teacher Licensure Board. Furthermore, this rigorous and pragmatic program seeks to ensure our students gain a wide array of knowledge and experience with the culture, literature, art, and history from Hispanic countries. With this education program we also seek to prepare future secondary school Spanish educators by utilizing the latest in classroom theory and practice. In addition, in this program Spanish Education majors will attain the skills to teach the Spanish language through the use of technology. The end goal is to ensure Spanish Education program graduates obtain a teaching position as a foreign language teacher in the State of Illinois.

Spanish Education Program Learning Goals

All Spanish Education majors will:

1. demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
2. engage in meaningful interactions in Spanish with people from other countries.
3. analyze and conduct research on works of literature from the Spanish-speaking world.
4. demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

Furthermore, students will work toward the completion of the Embedded Signature Assessment and requirements as prescribed by the by Illinois State Teacher Licensure Board to ensure they are licensed as foreign language teachers in Spanish by the State of Illinois. The School of Education's Embedded Signature Assessments for the Spanish Education program are:

ESA 1: Context of Learning

ESA 2: Child Case Study

ESA 3: Functional Behavioral Analysis/Behavioral Intervention Plan

ESA 4: Classroom Management and Guidance Plan

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- ESA 5: Philosophy of Teaching and Learning
- ESA 6: Cycle of Effective Teaching
- ESA 7: Comprehensive Literacy Plan
- ESA 8: The Teaching Portfolio
- ESA 9: Entering the Profession

The expected process of student admission into the Spanish Education program, student retention once at Millikin University, and student completion of the program has been outlined in the following chart:

Table 1: Overview of the admission, retention, and completion process:

Admission	Retention	Completion
Passing score on the Illinois Test of Academic Proficiency or composite score of 22 or higher on the ACT Plus Writing or a composite score of 1030 on the SAT (before 3/5/16) or 1110 (after 3/5/16).	Maintain a 2.7 cumulative GPA, in professional education coursework, and in major field/content area coursework	B.A. or B.S. requirements from the Millikin Bulletin under which they entered
A grade of C- or higher in Critical Reading, Writing and Research I and in CRWR II	Completion of Embedded Signature Assessments (ESAs) which have earned a Proficient or Commendable rubric score	Completion of all Embedded Signature Assessments (ESAs) which have earned a level of Proficiency or Commendable
Completion of 24 minimum credit hours at Millikin (or 12 for transfer students)	Attainment of passing score on the major program content exam	Completion of entitlement procedures (submit state forms to Licensure Officer and verification of fulfilled requirements for the Illinois State Teacher Licensure Board)
A cumulative grade point average of 2.7 or higher	Application for student teaching completed and submitted during junior year	Pass the edTPA with the ISBE required score or higher (Currently 35)
A grade of C- or higher in ED120 Introduction to Education and ED170 Internship I	Successful completion of a minimum of 100 hours of field experiences, including a multicultural school experience	Completion of student teaching internship with a grade of B- or higher, as evidenced by accompanying documentation and student teaching evaluation rubric
Criminal Background Check	Pass the Content Area Illinois Teacher Certification Test(s)	

Snapshot/Overview

The instruction of the Spanish courses in the Spanish Education program continues to be implemented via a communication-oriented approach. Every class was observed, and changes were recommended with the goal of adjusting to that methodology. In addition, Lab attendance is now required of every student taking elementary language courses. Hence, the Department of Modern Languages continues using a *communicative language lab* for students who are taking Spanish 103 and also for students taking Spanish 114, which consists of group work with the coordination of a *facilitator*. Its main goal is that the students can achieve an advanced level of oral proficiency. Students spend an hour per week in the lab talking about the topics that are being studied in the language classes. As part of this effort, the Chair of the Department of Modern Languages Dr. Eduardo Cabrera has been in charge of interviewing and hiring the tutors and facilitators for the lab. He has been also responsible of monitoring the functioning of the lab: the work of tutors and facilitators as well as the feedback from students attending the lab sessions.

The curriculum for the Spanish major consists of traditional courses in language, literature and culture, as well as practical courses like SP 330 (Spanish for Business), SP 340 (Theatre Performance in Spanish), SP 350 (Study Abroad in Spanish), SP 304 (Spanish for Journalism), and SP 310 (Spanish for Health Professions). Those last courses have been added to reflect 1) the tendency among Spanish programs across the country toward the inclusion of “practical” offerings, and 2) education within a global environment.

While Spanish Education majors develop their oral proficiency and cultural awareness from various Hispanic countries, they must also complete coursework in the School of Education in order to gain practice and insight of the multiple pedagogical methods deemed necessary by the Illinois State Teacher Licensure Board. It is in these School of Education courses in which students work toward the completion of the Embedded Signature Assessments. Hence, students in the Spanish Education program complete coursework with faculty in the Department of Modern Languages and the School of Education at Millikin.

Faculty

Below there is a table with a list of the faculty who teach courses in the Spanish Education program at Millikin.

Table 2: Faculty and Expected Courses to Teach

Name	Expected Courses To Teach
Dr. Christie Magoulias	ED310 Creating Communities of Learners
Dr. Ngozi Onuora	ED120 Introduction to American Education, ED170 Education Internship
Dr. Georgette Page	ED200/201 Human Development, PreK - Grade 6/ Human Development, Grades 6 - 12 and K - 12
Dr. Joyce Bezdicek	ED209 Foundations of Bilingual Education, ED325 Assessment of English Language Learners, ED304 Methods & Materials in the Education of English Language Learners
Dr. Hee	ED238 Child Language Development & Linguistics, ED401 Integrating Culture

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Young Choi	in the Classroom, ED409 Bilingual Education Methods & Instruction
Dr. Denice Love	ED115 Instructional Strategies for Individuals with Learning Disabilities in K-12 Classrooms
Dr. Chris Cunnings	ED120 Introduction to American Education, ED170 Education Internship, ED321 General Secondary Methods and Assessment
Ms. Kathy Parrish	ED420 Instructional Analysis, Design, and Assessment in Pre-student Teaching, ED477/8 Supervised Teaching in Middle School Education/ Supervised Teaching in Secondary Education, ED488 Education Senior Seminar
Dr. Julio Enríquez-Ornelas	SP103 Beginning Spanish, SP114 Continuing Spanish, SP350 Study Abroad in Spanish, SP303 Culture of Spain, SP304 Culture of Latin America, SP 305 Contemporary Hispanic Film, SP310, Spanish for Health Professions, SP 314 Spanish for Journalism, SP320 Art, Literature, and Film of US Latinos, SP321, Survey of Spanish Literature, SP401 Spanish Education Teaching Methods and Instruction, SP481 Topics in Hispanic Literature,
Dr. Eduardo Cabrera	SP223 Intermediate Spanish, SP350 Study Abroad in Spanish, SP480 Spanish Advanced Conversation and Composition, SP301 Spanish Conversation and Composition I, SP312 Spanish for Radio Production SP323 Survey of Latin American Literature, SP324 Survey of Latin-American Literature II, SP330 Spanish for Business, SP340 Theatre Performance in Spanish, SP402 Linguistics, SP481 Topics in Hispanic Literature, SP482 Topics in Hispanic Literature
Mr. Luis Peralta	SP103 Beginning Spanish, SP114 Continuing Spanish, SP223 Intermediate Spanish, SP302 Spanish Conversation and Composition II
Dr. Karly Grice	EN302 Methods for Teaching Literacy in the Content Area Classroom
Dr. Vicky Gilpin	EN302 Methods for Teaching Literacy in the Content Area Classroom IN161 Critical Thinking Through Social Justice Lens, IN150 Critical Writing, Reading, and Research I, IN151 Critical Writing, Reading, and Research II

Teaching Environments

Millikin Spanish majors have access to a wide array of on campus teaching environments. Many of our courses are taught in typical classrooms in Shilling Hall, where the department is housed. However, a rising number of our classes are being taught in technology-rich rooms and computer labs in locations like Staley Library (University Commons) and the ADM/Scovill Building. Also, for over fifteen years we have had access to the MAC Lab, a teaching space with seminar-style seating, a full multimedia teaching station, and computers for every student in the class, loaded with a full array of software. This space is available to our students, through card-swipe access, on a 24-hour basis.

Our Spanish Education students also spend a substantial amount of time in local area school environments, through practicums and internships.

Cohort History and Class Size

The number of students in the first cohort for the Spanish Education program is 4 students for the fall 2017.

Table 3: Total Count of Majors

AY	17	18	19	20	21	22
Spanish Education	4					

The Learning Story

The first-year curriculum in Spanish Education establishes the student's proficiency in basic spoken and written Spanish, through Spanish 103 (Beginning Spanish) and Spanish 114 (Continuing Spanish). The second-year curriculum, with Spanish 223 (Intermediate Spanish) confirms the student's readiness to proceed into more advanced junior- and senior-level courses that engage Spanish conversation and composition; culture, art, business, literature, film and theatre of the Spanish-speaking world, including Latin America, Spain, and U.S. Latino/Latina culture; and Spanish linguistics. While simultaneously, working toward the completion of the Professional Education courses for K-12 licensure.

The total courses required for the Foreign Language – Spanish Education major include:

- 21 and 33 credit hours (depending on placement) of Spanish courses, including SP480, Spanish Advanced Conversation and Composition, (major capstone) 21 of those credits are above SP223.
- The completion of the requirements of MPSL University Studies.
- 36 credits of Professional Education courses for K-12 licensure, which include:
 - ED120. Introduction to American Education (3)
 - ED170, 172. Education Internship (1)
 - ED201. Human Development, Grades 6-12 and K - 12 (3)
 - ED216. Instructional Strategies for Individuals with Learning Disabilities (3)
 - ED310. Creating Communities of Learners (3)
 - ED321. General Secondary Methods and Assessment (3)
 - EN302. Methods for Teaching Literacy in the Content Area Classroom (3)
 - ED420. Instructional Analysis, Design, and Assessment in Pre-student Teaching (2)
 - ED477 and/or 478. Supervised Teaching (12)
 - ED488. Education Senior Seminar (3)

In addition, students majoring in Foreign Language – Spanish Education can add to their ISBE license with the courses for the Bilingual Endorsement. This is optional, and encouraged. This endorsement includes:

- ED209, Foundations of Bilingual Education (cross listed as IN 251) (3)
- ED238, Child Language Development and Linguistics (3)
- ED304, Methods and Materials in the Education of English Language Learners (3)
- ED325, Assessment of English Language Learners (3)
- ED401, Integrating Culture in the Classroom (cross listed as ICS) (3)
- ED4XX Bilingual Education

* The Spanish Education 8 semester plan is offered as an appendix to this document.

Assessment Methods

The table on the following page provides examples of specific assignments where student growth of the learning goals could be assessed:

Table 4: Assignments Where Student Growth Can Be Assessed

Course	Assignments Where Student Growth Can Be Assessed	Learning Goals
Spanish 103 (Beginning Spanish)	Oral Exams, Written Exams	1
Spanish 114 (Continuing Spanish)	Oral Exams, Written Exams	1
Spanish 223 (Intermediate Spanish)	Oral Exams, Written Exams, Presentations	1, 4
Spanish 301 (Spanish Conversation and Composition I)	Oral Exams, Presentations, Written Exams	1, 4
Spanish 302 (Spanish Conversation and Composition II)	Oral Exams, Essays, Written Exams	1, 4
Spanish 303 (Culture of the Spanish-Speaking World)	Presentations, Exams	4
Spanish 304 (Culture of Latin America)	Presentations, Exams	4
Spanish 305 (Contemporary Hispanic Film)	Presentations, Exams	4
Spanish 310 (Spanish for the Health Professions)	Presentations, Exams	4
Spanish 312 (Spanish for Radio Production)	Presentations	1, 4
Spanish 314 (Spanish for Journalism)	Presentations	1, 4
Spanish 320 (Art, Literature, and Film of U.S. Latinos)	Presentations, Exams	4
Spanish 321 (Survey of Spanish Literature)	Research Essays, Exams	3
Spanish 323 (Survey of Latin American Literature I)	Research Essays, Exams	3
Spanish 324 (Survey of Latin American Literature II)	Research Essays, Exams	3
Spanish 330 (Spanish for Business)	Presentations, Exams	4
Spanish 340 (Theatre Performance in Spanish)	Presentations Exams	4
Spanish 350 (Study Abroad in Spanish)	Interviews, Essay, Diary	2
Spanish 480 (Spanish Advanced Conv. & Comp.)	Research Essays, Exams	3
Spanish 481 and 482 (Topics in Hispanic Literature)	Research Essays, Exams	3

Below in Table 5 the ESAs are correlated with Education course in which students are expected to work toward completion:

Table 5: Embedded Signature Assessments to Course Correlation:

EMBEDDED SIGNATURE ASSESSMENTS TO COURSE CORRELATION	
TITLE	Course(s)
ESA: Context of Learning	ED120 Introduction to Education (Early Childhood, Elementary Education, Secondary, Art and Physical Education)
ESA: Child Case Study	ED201 Human Development (Secondary Education and K-12 Specialists)
ESA: Functional Behavioral Analysis/Behavioral Intervention Plan	ED216 Instructional Strategies for Individuals with Learning Disabilities in K-12 Classroom
ESA: Classroom Management & Guidance Plan	ED310 Creating Communities of Learners
ESA: Philosophy of Teaching & Learning	ED310 Creating Communities of Learners
ESA: Cycle of Effective Teaching	ED321 General Secondary Methods and Assessment
ESA: Plan for Comprehensive Literacy	EN302 Teaching Literacy in the Content Area (Secondary Education and K-12 Specialists)
ESA: The Teaching Portfolio	ED420 Multidisciplinary Instructional Design & Assessment (Elementary Education, Early Childhood, Secondary, and K-12)
ESA: Entering the Profession	ED488 Education Senior Seminar
All of the above Embedded Signature Assessments must be completed, submitted, and assessed in Live Text in order to become licensed in the State of Illinois.	

Annual Program Review

This report, the Spanish Education Major Assessment Report, is completed on July 1 and distributed to the chair. Additionally, in August an annual DART event takes place in the School of Education CTEP Committee to review the program changes for the upcoming academic year and to implement the changes within all sections of the courses in that program.

Assessment Data

The grading rubrics used to assess each learning goal have a maximum of 20 possible points. Those points have been divided for reporting purposes in the following way:

Excellent: 19-20; Adequate: 13-18; Nominal: less than 13.

The students should be ranked “adequate,” with a minimum of 13 points, if the learning goals are being achieved.

The following assessment criteria will be used to evaluate student progress in achieving the learning goals:

“Green light” (an acceptable level or clearly heading in the right direction and not requiring any immediate change in the course of action).

“Yellow light” (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desire rate of improvement).

“Red light” (current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area).

For the assessment of the learning goals for the Spanish Education major the following courses will be used:

Table 6: Learning Goals correlated with courses

Learning Goals	Courses
1	SP 302 Spanish Composition
2	SP 314 Spanish for Journalism
3	SP 321 Survey of Spanish Literature
4	SP 301 Spanish Conversation

Learning Goal 1: Students will demonstrate proficiency in speaking, listening, reading and writing in Spanish.

Table 7: SP 302 Spanish Conversation and Composition II

Rubric Category	Percentage of students in category
Excellent	40%
Adequate	40%
Nominal	20%
Number of students evaluated	10

Total of *Excellent* and *Adequate* combined: 80%.

Rating for goal 1: “Green light.”

Learning Goal 2. Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.

Table 8: SP 314 Spanish for Journalism

Rubric Category	Percentage of students in category
Excellent	100%
Adequate	0%

Nominal	0%
Number of students evaluated	9

Total of *Excellent* and *Adequate* combined: combined 100%
 Rating for goal 1: “Green light.”

Learning Goal 3. Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.

Table 9: SP 321 Survey of Spanish Literature

Rubric Category	Percentage of Students in category
Excellent	23.1%
Adequate	76.9%
Nominal	0%
Number of students evaluated	13

Total of *Excellent* and *Adequate* combined: 100%
 Rating of Goal 3: “Green Light.”

Learning Goal 4: Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

Table 10: SP 301 Spanish Conversation

Rubric Category	Percentage of students in category
Excellent	75%
Adequate	25%
Nominal	0%
Number of students evaluated	8

Total of *Excellent* and *Adequate* combined: 100%.
 Rating for goal 4: “Green light.”

Analysis of Assessment Results

The analysis of the data shows that the Spanish major is in the right direction.

Learning Goal 1: Assessment for SP302: Spanish Composition

The assessment of the learning goal for the written component of the Spanish Conversation and Composition course shows that the Department continues doing a very good job during the first semesters of the Spanish Language courses; therefore building a strong foundation for the upper division courses.

This course includes several components in order to achieve the objectives of each ability in second language learning. The oral component includes 2 oral presentations, class discussion of the material presented in class, and the comprehension component of questions and answers for

each reading material. Students engage in reading the text and materials in order to improve and demonstrate their reading abilities in class. A grammar component is also added for discussion, writing and practice during classes to improve any issues that may arise with compositions. The writing component is achieved through note-taking, assigned paragraphs, and compositions. This ability is also evaluated with the preparation of a professional cover letter for a position in the job market. At the end, students have a series of assignments that enable them to perform better in a real life environment using the Spanish language and the culture. Students can perform better when they receive assignments in other advanced courses due to the skills acquired regarding essay writing and academic argument in compositions.

Assessment result: 1 For assessing Learning Goal 1, compositions have been used as artifacts. From the 10 students, 40% falls within the category “excellent”, 40% “adequate” and 20% nominal. **Total of Excellent and Adequate combined: 80.0%.**

Learning Goal 2: Assessment for SP 314 Spanish for Journalism

The learning goal 2 for our department entailed students demonstrating an ability to engage in meaningful interactions in Spanish with people from other countries. The assessment of this learning goal was achieved in Assessment of SP 314 Spanish for Journalism, which shows how the Department continues to do a very good job in its upper division Spanish courses.

In Spanish for Journalism, students published a bilingual magazine. This course has served as seeding ground for the student run venture and performance learning opportunity known as *Mosaicos: voces bilingües*. By working as a publishing business, students collaborate with one another as editors, staff writers, photographers, or graphic designers. In this course, students assume these roles they learn; how to be entrepreneurial thinkers, how to create and design a bilingual magazine, while discovering Latin American and Spanish cultures through the bilingual content they develop. For students this learned knowledge stems from the countless hours and dedication they invest in developing this product/brand that they have envisioned as a team. During this course students had the opportunity to engage in meaningful interactions in Spanish with people from other countries. Students had an opportunity to first listen to lifestyle entrepreneurs Gustavo Gutiérrez Magallanes and Carmen Melgoza Gutiérrez talk about their online lifestyle and health business. Their business model centers on educating the Spanish speaking communities on self-empowerment through healthy eating, exercise and a positive outlook on life. Students also listened to special features ESPN producer and bilingual features Griselda Ramírez who talked about the content she develops which looks at the intersection of sports and Spanish speaking countries. During Griselda Ramírez talk, she walked students through her Spanish news clip, “Striking Out of Poverty” which centers on youth in the Dominican Republic who dream of playing baseball professionally. Students after listening to all three of these speakers had an opportunity to ask questions about the Speakers careers in Journalism or creative process when developing new content.

Assessment result: For assessing Learning Goal 2, student’s final magazine has been used as artifacts. From the 9 students, 9 got a grade that falls within the category “excellent,” 0 got a grade that falls within the category “adequate”, and 0 within the “nominal” category. **100% of the students are at the excellent or adequate level.**

Learning Goal 3: Assessment for SP 321 Survey of Spanish Literature

The learning goal 3 for our department entailed students demonstrating ability to analyze and conduct research on works of literature from the Spanish-speaking world. The assessment of the learning goal for this engagement was achieved in Assessment of SP 321 Survey of Spanish Literature, which shows that the Department continues to do an excellent job in upper division Literature Courses in Spanish.

In this course students expanded their Spanish writing, speaking, comprehension, and listening skills. Students practiced literary analysis through close-reading exercises. Throughout the semester for homework students read an array of Spanish fiction. Their knowledge of this material was assessed with in class reactions, creative writing exercises, and in-class quizzes. The overall objective of this course was to improve students' critical writing and thinking skills while analyzing fiction and non-fiction texts in Spanish. Students read Spanish fiction and learned about the impact the cultural and historical significance each text had within the Hispanic world. Students also gained a panoramic view of the literary movements, genres, and styles in Spain.

Students developed a 4-6-page final creative research paper in MLA format. Students were expected to do a creative close reading of one of the authors read in class. This writing task assessed how students were able to draw connections between the text's literary style and historical context.

Assessment result: For assessing Learning Goal 3, student's final creative research papers have been used as artifacts. From the 13 students, 3 got a grade that falls within the category "excellent," 10 got a grade that falls within the category "adequate", and 0 within the "nominal" category. **100% the students are at the excellent or adequate level.**

Learning Goal 4: Assessment for SP301: Spanish Conversation

The assessment of the learning goal for the *oral component* of the Spanish Conversation course shows that the Department continues doing a very good job during the first semesters of the Spanish language courses, building a strong foundation for the upper division courses. The Spanish Conversation and Composition I course (together with the Spanish Conversation and Composition II course) is one of the courses recommended to be taken at the beginning of the major. Most of the students take that course right or soon after they take SP 223: Intermediate Spanish.

With the strong formation in oral expression in the Spanish conversation course, students are able to succeed in the other upper division courses. They will be able to communicate effectively in class, to participate in discussions, and contribute with their insights.

The oral component of the course has also benefited from a stronger foundation in the first semesters of Spanish language courses. On the year 2005 the Department created a *Communicative Lab*, in which students taking the first two semesters of Spanish can practice the target language with the assistance of a *facilitator* (an advanced Spanish major student).

In this class students watched short films from the Hispanic world (Latin America and Spain), learned about those cultures and, at the same time, practiced their listening comprehension skills. Students also read different kind of readings (essays, short stories, dramas), discussed about them in an organized way, improving their communication skills.

For assessing Learning Goal 1, dialogues have been used as artifacts. From the 8 students, 6 got a grade that falls within the category "excellent," 2 got a grade that falls within the category "adequate", and none within the "nominal" category. **100% of the students at the excellent or adequate level.**

Follow up and Improvement Plan

A brief narrative of Spanish Education since 2016: In its March 2015 report, the U.S. Department of Education published its report on the nationwide Teacher Shortage Areas (TSA) for the 2015-2016 academic years. Foreign Language Education is listed, as a high need field and most especially in low-income areas. Additionally, Bilingual Education and English Language Acquisition were also listed as high needs. In the state of Illinois, Bilingual Education and English as a Second Language is listed as high need fields on all but two academic years between 1990 and 2016. In a survey completed by the Illinois Early Learning Council and the Chicago-based Latino Policy Forum, it is noted that Latinos make up nearly 25% of Illinois' public school enrollment. With this context in mind, the Director of the School of Education and the Chair of Modern Languages discussed the need for Foreign Language Educators and Millikin's position to accommodate this new major. Both departments cooperatively agree that this is an opportunity for growth in enrollment and opportunities for recruitment for both the School of Education and the Modern Languages department.

The study program is Spanish Education, a program rooted in the Department of Modern Languages and the School of Education. The Spanish Education program was brought back in the spring of 2016 in collaboration with Dr. Christie Magoulias, Dr. Eduardo Cabrera, and Dr. Julio Enríquez-Ornelas. The course requirements for this major fit within the Spanish major as well with one new course needed for development. As Chair of Modern Languages, Dr. Eduardo Cabrera assigned Dr. Julio Enríquez-Ornelas to teach, SP 401- Teaching Methods and Instruction course in Spanish Education. For the Spanish Education program, Julio Enríquez-Ornelas is the major advisor and the program representative on Millikin's Committee on Teacher Education Programs (CTEP). In the fall of 2017, Dr. Christie Magoulias and Julio Enríquez-Ornelas submitted Millikin's Foreign Language-Spanish Education K-12 program to the State Educator Preparation and Licensure Board (SEPLB) and this accreditation report was presented and unanimously approved in Spring 2018. In this state accreditation report, we have aligned the Department of Modern Languages learning goals, the State Content Standards, National Standards, and Social/Emotional Learning Standards.

Furthermore in the Spring 2018, Dr. Julio Enríquez-Ornelas was appointed as the Millikin Estate-Professorship in Education for 2018-2020. During this tenure he will: 1) begin an arduous pedagogical pursuit to gain insight into the research/field of Spanish Education to achieve full development of the Spanish Education program. 2) Develop the course content and the professional components for the SP401-Spanish Education Teaching Methods and Instruction course. 3) Begin an effort to explicitly pursue off-campus recruitment of top Spanish students interested in completing a Spanish Education degree at Millikin University. 4) Become a well-informed Spanish Education advisor, in other words become familiar with the different education processes students must complete to ensure their successful completion of the program.

Additionally, Dr. Julio Enríquez-Ornelas and Dr. Christie Magoulias have identified some of the key elements to ensure the full development of the program. These fundamental elements are: identify how standards align with assessments, Illinois Learning Standards (ILS), the Foreign Language Learning Standards (FLLS) and National Standards for Foreign Language Education (NSFL), become familiar with the edTPA, the Illinois state content test, program assessment, ESL and Bilingual endorsement programs, and accreditation annual reports. The goal in all of

this work is to develop a strong and healthy Spanish Education program.

I have worked with them in developing and proposing the Spanish Education major and the course SP401-Spanish Education Teaching Methods and Instruction. My second goal is to develop the course SP401-Spanish Education Teaching Methods and Instruction at a professional level to ensure students are prepared to teach Spanish. I foresee that the pre- conferences, workshops, conferences and webinars will be excellent opportunities for me to tap into a wealth of resources and pedagogical strategies in K-12 Spanish Education. For example, I have been selected as one of twenty-five foreign language educators to attend the “Conference Workshop/Extension Workshop” offered at the 2018 Central States Conference on the Teaching of Foreign Languages (CSTFL). I intend to incorporate material from this workshop into my Spanish Teaching Methods and Instruction course. I also envision foreign language conferences as excellent opportunities for Spanish Education students to begin professional development and networking with other Spanish educators. In the future, I intend to have Spanish Education students present their learning experience and research from this course at conferences.

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Appendix 1: Plan of Study

8 Semester Plan

B.A. Spanish Education 8- Semester Plan (122 credit program)

MILLIKIN UNIVERSITY COLLEGE OF PROFESSIONAL STUDIES: SCHOOL OF EDUCATION

Semester #1		Term: _____		Hours	Done	January term #1	Semester #2		Term: _____		Hours	Done	Summer term #1	Hours	Done
* Courses must be passed with a grade of C or higher to fulfill certification requirements									* Courses must be passed with a grade of C or higher to fulfill certification requirements						
IN 140: University Seminar				3			* IN 151: Critical Writing, Reading & Research II				3				
* IN 150: Critical Writing, Reading & Research I				3			* MA###: (Math course above 098)				3				
* MA###: (Math course above MA 098)				3			* ED120: Intro to American Education				3				
* SP103: Beginning Spanish				4			* ED170: Education Internship				1				
Elective				3			* SP 114: Continuing Spanish				4				
							Fine Arts				3				
Semester Total				16		0	Semester Total				17		Semester Total	0	
Semester #3		Term: _____		Hours	Done	January term #2	Semester #4		Term: _____		Hours	Done	Summer term #2	Hours	Done
* Courses must be passed with a grade of C or higher to fulfill certification requirements									* Courses must be passed with a grade of C or higher to fulfill certification requirements						
* SP223: Intermediate Spanish				4			Spanish Upper Division Elective (300 level)				3				
IN251 (Recommended - ED209: Foundations of Bilingual Ed)				3			* Literature				3				
* Biology with Lab				4			* IN250: US Studies I -HI203 or 204				3				
* CO200: Oral Communication				3			ED201: Human Development, Grades 6-12 and K-12				3				
* ED238: Child Language Development & Linguistics				3			ED115: Instructional Strategies for Individuals with Learning Disb.				3				
Semester Total				17		0	Semester Total				15		Semester Total	0	
Semester #5		Term: _____		Hours	Done	January term #3	Semester #6		Term: _____		Hours	Done	Summer term #3	Hours	Done
* Courses must be passed with a grade of C or higher to fulfill certification requirements									* Courses must be passed with a grade of C or higher to fulfill certification requirements						
IN350: Global Studies/ESL-BIL Elective				3			Spanish Upper Division Elective (300 level)				3				
ICS (recommended - ED401: Integrating Culture in Classroom)				3			Spanish Upper Division Elective (300 level)				3				
Spanish Upper Division Elective (300 level)				3			* SP401: Spanish Education Teaching Methods and Instruction				3				
Spanish Upper Division Elective (300 level)				3			* ED310: Creating Communities of Learners				3				
							* ED321: General Secondary Methods and Assessment				3				
<i>Recommended semester for a study abroad semester</i>															
Semester Total				12		0	Semester Total				15		Semester Total	0	
Semester #7		Term: _____		Hours	Done		Semester #8		Term: _____		Hours	Done		Hours	Done
* Courses must be passed with a grade of C or higher to fulfill certification requirements									* Courses must be passed with a grade of C or higher to fulfill certification requirements						
Spanish Upper Division Elective (300 level)				3			ED477 AND/OR 478: Supervised Teaching (Must be passed with a grade of B- or better to fulfill certification requirements)				12				
Spanish Upper Division Elective (300 level)				3			ED488: Senior Seminar				3				
EN302: Methods for Teaching Literacy in the Content Area Classroom				3			* SP480: Advanced Spanish Conversation and Composition (capstone)				3				
* ED420: Multidisciplinary Instructional Design & Assess.				2											
Elective				3											
Semester Total				14		0	Semester Total				18				

Notes: Semester study-abroad option at a Millikin University sanctioned international program

- (Undergraduate graduation hour requirements: 124 credits
- (To qualify for undergraduate financial aid, students usually must take 12 – 15 hours in undergraduate credit
 - (If taking Advanced Placement courses in high school or considering dual enrollment in high school/community college courses, please make sure you speak with a faculty advisor at Millikin prior to your selection/enrollment.

Appendix 2: Rubrics

Compositions

Categoría	4	3	2	1
Oraciones y Párrafos	Oraciones y párrafos están completos, bien-construidos y con estructura variada	Todas las oraciones están completas y bien construidas (no hay fragmentos o escrito a prisa)	La mayoría de las oraciones están completas y bien construidas. Los párrafos necesitan algo de trabajo	Muchos fragmentos de oraciones u oraciones hechas a prisa o los párrafos necesitan mucho trabajo.
Gramática y Ortografía	No comete errores de gramática u ortografía	El escritor comete 1-2 errores de gramática u ortografía.	El escritor comete 3-4 errores de gramática u ortografía	El escritor comete más de 4 errores de gramática u ortografía.
Precisión del contenido	El documento contiene al menos 10 hechos certeros sobre el tema.	La carta contienen de 8-9 hechos certeros sobre el tema.	La carta contiene de 6-7 hechos certeros sobre el tema.	La carta contiene menos de 6 hechos certeros sobre el tema.
Puntuación	El escritor no comete errores en el uso de las mayúsculas y la puntuación.	El escritor comete 1-2 errores en el uso de las mayúsculas y la puntuación.	El escritor comete 3-4 errores en el uso de las mayúsculas y la puntuación.	El escritor comete más de 4 errores en el uso de las mayúsculas y la puntuación.
Extensión	El documento tiene 20 o más oraciones	El documento tiene de 18 a 19 oraciones	El documento tiene de 15 a 17 oraciones.	El documento tiene menos de 5 oraciones.

Appendix 3: Rubrics

Literature Essays

	Excellent	Adequate	Nominal
Concepts and Thesis	[5 points] Student shows a strong knowledge of literature concepts, and essay has a clear thesis.	[3 points] Student shows a reasonable but less than complete knowledge of literature concepts, and essay has a thesis.	[1 point] Student shows a marginal awareness of literature concepts, and thesis is not clear.
Organization of Ideas	[5 points] Student defends his or her main idea very clearly, with strong organizational links between and among his or her ideas.	[3 points] Student defends his or her main idea somewhat clearly, with reasonably effective organizational links between and among his or her ideas.	[1 point] Student's defense of his or her main idea is unclear; organizational links between and among his or her ideas are weak or nonexistent.
Text Analysis	[5 points] Clear and accurate analysis of the literature work. May show insight or originality.	[3 points] Competent explanation of the text. Some ambiguity or incompleteness may be present.	[1 point] Paraphrasing or plot summary outweigh commentary.
Mechanics	[5 points] Student's writing is very strong and clear, free of errors in spelling, grammar, and mechanics.	[3 points] Student's writing is reasonably clear; errors in spelling, grammar, and mechanics exist, but do not interfere seriously with understandability.	[1 point] Student's writing is unclear. Errors in spelling, grammar, and mechanics seriously impair readability.

Excellent: 19-20

Adequate: 13-18

Nominal: less than 13.

Appendix 3: Rubrics

Course correlation with State Content Standards, Illinois Professional Teaching Standards, Social Emotional Learning Standards, and National Standards

Course Title/Name	Standards			
	State Content Standards Part 27/Part 28	IPTS	SEL	National Standards
ED120 Introduction to American Education		24.130 a.1.a 24.130 a.1.b 24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 b.1.a 24.130 b.1.b 24.130 b.1.c 24.130 b.1.e 24.130 b.1.f 24.130 c.1.a 24.130 c.1.c 24.130 c.1.e 24.130 d.1.a 24.130 d.1.f 24.130 d.1.g 24.130 e.1.a 24.130 e.1.b 24.130 e.1.c 24.130 e.1.e 24.130 f.1.e 24.130 g.1.a 24.130 g.1.b 24.130 h.1.a 24.130 h.1.i 24.130 h.2.d 24.130 i.1.b 24.130 i.1.d 24.130 i.1.g 24.130 i.1.h 24.130 i.2.c 24.130 i.2.j 24.130 i.2.k 24.130 i.2.l	Goal 1: Learning Standard A, B, C	5
ED170		24.130 a.1.a	Goal 1: Learning	

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Education Internship			24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.a 24.130 a.2.b 24.130 a.2.c 24.130 a.2.d 24.130 a.2.e 24.130 b.1.c 24.130 b.1.d 24.130 b.1.g 24.130 b.2.a 24.130 b.2.b 24.130 b.2.c 24.130 b.2.d 24.130 b.2.e 24.130 b.2.f 24.130 c.1.f 24.130 c.2.a 24.130 c.2.d 24.130 c.2.e 24.130 c.2.g 24.130 c.2.i 24.130 c.2.j 24.130 d.1.a 24.130 d.1.c 24.130 d.1.d 24.130 d.1.f 24.130 d.1.g 24.130 d.2.a 24.130 d.2.b 24.130 d.2.c 24.130 d.2.f 24.130 d.2.g 24.130 e.2.a 24.130 e.2.b 24.130 e.2.c 24.130 e.2.d 24.130 e.2.e 24.130 e.2.f 24.130 e.2.g 24.130 e.2.j 24.130 e.2.k 24.130 f.1.d	Standard A, B, C	
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			24.130 f.1.e 24.130 f.2.h 24.130 f.2.i 24.130 f.2.j 24.130 g.2.c 24.130 g.2.d 24.130 h.1.a 24.130 h.1.e 24.130 h.2.a 24.130 h.2.b 24.130 h.2.i 24.130 h.2.k 24.130 i.1.b 24.130 i.1.c 24.130 i.1.h 24.130 i.2.a 24.130 i.2.c 24.130 i.2.e 24.130 i.2.f 24.130 i.2.h 24.130 i.2.i 24.130 i.2.j 24.130 i.2.k 24.130 i.2.l		
ED115 Instructional Strategies for Individuals with h Learning Disabilities in K - 12 Classrooms			24.130 a.1.a 24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.a 24.130 a.2.c 24.130 a.2.d 24.130 a.2.e 24.130 b.1.a 24.130 b.1.b 24.130 b.1.e 24.130 b.1.f 24.130 b.2.b 24.130 b.2.d 24.130 b.2.e 24.130 b.2.g 24.130 b.2.h 24.130 b.2.i 24.130 c.1.a 24.130 c.1.b	Goal 1: Learning Standard A, B, C Goal 2: Learning Standard A, B, C Goal 3: Learning Standard A, C	

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			24.130 c.1.c 24.130 c.1.d 24.130 c.1.e 24.130 c.1.f 24.130 c.1.g 24.130 c.2.a 24.130 c.2.b 24.130 c.2.c 24.130 c.2.d 24.130 c.2.e 24.130 c.2.f 24.130 c.2.g 24.130 c.2.h 24.130 c.2.i 24.130 c.2.j 24.130 d.1.a 24.130 d.1.e 24.130 d.1.f 24.130 d.1.g 24.130 d.1.h 24.130 d.2.d 24.130 d.2.e 24.130 d.2.f 24.130 d.2.g 24.130 d.2.h 24.130 d.2.i 24.130 e.1.c 24.130 e.1.e 24.130 e.1.f 24.130 e.1.g 24.130 e.1.h 24.130 e.2.a 24.130 e.2.b 24.130 e.2.d 24.130 e.2.e 24.130 e.2.f 24.130 e.2.h 24.130 e.2.k 24.130 f.1.g 24.130 f.1.h 24.130 f.1.i 24.130 f.2.a 24.130 f.2.b 24.130 f.2.i 24.130 g.1.b 24.130 g.1.g		
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			24.130 g.1.h 24.130 g.1.i 24.130 h.1.c 24.130 h.1.f 24.130 h.1.g 24.130 h.1.h 24.130 h.1.i 24.130 h.2.c 24.130 h.2.j 24.130 i.1.a 24.130 i.1.b 24.130 i.1.f 24.130 i.2.b 24.130 i.2.f 24.130 i.2.j 24.130 i.2.k 24.130 i.2.l		
ED200/201 Human Development, PreK - Grade 6/Human Development, Grades K - 12			24.130 a.1.a 24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 b.1.a 24.130 b.1.b 24.130 b.1.c 24.130 b.1.d 24.130 b.1.e 24.130 b.1.f 24.130 b.1.g 24.130 b.1.h 24.130 b.2.a 24.130 b.2.b 24.130 b.2.c 24.130 b.2.d 24.130 b.2.e 24.130 b.2.f 24.130 b.2.g 24.130 b.2.h 24.130 b.2.i 24.130 c.1.c 24.130 c.1.f 24.130 c.2.a 24.130 c.2.c 24.130 c.2.d 24.130 c.2.f 24.130 c.2.i	Goal 1: Learning Standard A, B, C Goal 2: Learning Standard B, C, D Goal 3: Learning Standard A	

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			24.130 d.1.a 24.130 d.1.b 24.130 d.1.c 24.130 d.1.d 24.130 d.1.h 24.130 d.2.d 24.130 d.2.e 24.130 d.2.h 24.130 d.2.i 24.130 e.1.a 24.130 e.2.a 24.130 e.2.c 24.130 e.2.d 24.130 e.2.e 24.130 e.2.f 24.130 e.2.g 24.130 e.2.k 24.130 f.1.c 24.130 g.1.a 24.130 g.1.b 24.130 g.1.c 24.130 h.2.a 24.130 h.2.b 24.130 h.2.c 24.130 h.2.g 24.130 h.2.i 24.130 i.1.a 24.130 i.1.b 24.130 i.2.d 24.130 i.2.i 24.130 i.2.j		
ED209 Foundations of Bilingual Education			24.130 a.1.a 24.130 a.1.c 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.j 24.130 b.1.a 24.130 b.1.b 24.130 b.1.d 24.130 b.1.e 24.130 b.1.f 24.130 b.1.g 24.130 b.1.h 24.130 c.1.c 24.130 c.1.f		

			24.130 c.1.g 24.130 d.1.b 24.130 d.1.c 24.130 d.1.d 24.130 d.1.e 24.130 d.2.d 24.130 e.1.a 24.130 e.1.b 24.130 e.1.d 24.130 e.1.e 24.130 e.1.f 24.130 f.1.b 24.130 f.1.c 24.130 f.1.d 24.130 f.1.e 24.130 f.1.f 24.130 g.1.a 24.130 g.1.b 24.130 g.1.c 24.130 g.1.g 24.130 g.1.h 24.130 h.1.a 24.130 h.1.b 24.130 h.1.c 24.130 h.1.d 24.130 h.1.e 24.130 h.1.f 24.130 h.2.c 24.130 i.1.a 24.130 i.1.b 24.130 i.1.e 24.130 i.1.f 24.130 i.1.g 24.130 i.1.h 24.130 i.2.a 24.130 i.2.b 24.130 i.2.f 24.130 i.2.g 24.130 i.2.h 24.130 i.2.i 24.130 i.2.k 24.130 i.2.l		
EN302 Methods for Teaching Literacy in			24.130 b.1.h 24.130 b.2.i 24.130 c.2.e 24.130 e.1.d		

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<p>the Content Area Classroom</p>			<p>24.130 f.1.a 24.130 f.1.b 24.130 f.1.c 24.130 f.1.d 24.130 f.1.e 24.130 f.1.f 24.130 f.1.g 24.130 f.1.h 24.130 f.1.i 24.130 f.2.a 24.130 f.2.b 24.130 f.2.c 24.130 f.2.d 24.130 f.2.e 24.130 f.2.f 24.130 f.2.g 24.130 f.2.h 24.130 f.2.i 24.130 f.2.j</p>		
<p>ED310 Creating Communities of Learners</p>			<p>24.130 a.1.a 24.130 a.1.b 24.130 a.1.c 24.130 a.1.d 24.130 a.1.f 24.130 a.2.c 24.130 a.2.d 24.130 a.2.e 24.130 b.1.a 24.130 b.1.c 24.130 b.2.a 24.130 c.1.a 24.130 c.1.d 24.130 c.1.e 24.130 c.1.f 24.130 c.1.g 24.130 c.2.a 24.130 c.2.b 24.130 c.2.f 24.130 c.2.g 24.130 d.1.a 24.130 d.1.b 24.130 d.1.c 24.130 d.1.d 24.130 d.1.e 24.130 d.1.f 24.130 d.1.g</p>	<p>Goal 1: Learning Standard A, B, C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard A, B, C</p>	

			24.130 d.1.h 24.130 d.2.a 24.130 d.2.b 24.130 d.2.c 24.130 d.2.d 24.130 d.2.e 24.130 d.2.f 24.130 d.2.g 24.130 d.2.h 24.130 e.1.a 24.130 e.1.b 24.130 e.1.c 24.130 e.1.d 24.130 e.1.e 24.130 e.1.f 24.130 e.1.g 24.130 e.2.g 24.130 e.2.i 24.130 e.2.j 24.130 f.1.c 24.130 f.1.e 24.130 f.1.f 24.130 h.1.a 24.130 h.1.b 24.130 h.1.f 24.130 h.1.g 24.130 h.1.h 24.130 h.1.i 24.130 h.2.a 24.130 h.2.b 24.130 h.2.c 24.130 h.2.d 24.130 h.2.e 24.130 h.2.f 24.130 h.2.g 24.130 h.2.h 24.130 h.2.i 24.130 i.2.a 24.130 i.2.c 24.130 i.2.h 24.130 i.2.k 24.130 i.2.l		
ED321 General Secondary Methods and			24.130 a.1.b 24.130 a.1.g 24.130 b.1.d 24.130 b.2.a	Goal 1: Learning Standard C Goal 2: Learning Standard B, C	

Assessment			24.130 b.2.b 24.130 c.1.b 24.130 c.1.c 24.130 c.1.d 24.130 c.1.e 24.130 c.2.b 24.130 c.2.d 24.130 c.2.e 24.130 d.1.a 24.130 d.1.b 24.130 d.1.h 24.130 d.2.a 24.130 d.2.b 24.130 d.2.c 24.130 d.2.d 24.130 d.2.e 24.130 d.2.i 24.130 e.1.c 24.130 e.1.d 24.130 e.2.g 24.130 e.2.h 24.130 e.2.l 24.130 f.1.a 24.130 f.1.b 24.130 f.1.c 24.130 f.1.d 24.130 f.1.f 24.130 f.1.g 24.130 f.1.i 24.130 f.2.a 24.130 f.2.c 24.130 f.2.h 24.130.g.1.d 24.130 g.1.e 24.130 g.1.f 24.130 g.1.h 24.130 g.2.b 24.130 h.1.a 24.130 h.1.b 24.130 h.1.c 24.130 h.1.d 24.130 h.1.e 24.130 h.1.g 24.130 i.1.d 24.130 i.1.e 24.130 i.2.b	Goal 3: Learning Standard B, C	
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<p>ED401 Integrating Culture in the Classroom</p>			<p>24.130 a.1.a 24.130 a.1.b 24.130 a.1.c 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.a 24.130 a.2.b 24.130 a.2.c 24.130 a.2.d 24.130 a.2.e 24.130 b.1.a 24.130 b.1.b 24.130 b.1.d 24.130 b.1.e 24.130 b.1.f 24.130 b.1.g 24.130 b.1.h 24.130 b.2.a 24.130 b.2.f 24.130 b.2.h 24.130 c.1.a 24.130 c.1.c 24.130 c.1.e 24.130 c.1.f 24.130 c.1.g 24.130 c.2.a 24.130 c.2.d 24.130 c.2.e 24.130 c.2.j 24.130 d.1.b 24.130 d.1.d 24.130 d.1.e 24.130 d.2.d 24.130 e.1.c 24.130 e.1.d 24.130 e.1.e 24.130 e.1.f 24.130 e.2.e 24.130 e.2.h 24.130 f.1.b 24.130 f.1.c 24.130 f.1.e 24.130 f.1.g 24.130 f.2.a 24.130 f.2.h</p>		
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			24.130 h.1.a 24.130 h.1.b 24.130 h.1.d 24.130 h.1.e 24.130 h.1.f 24.130 h.2.a 24.130 h.2.g 24.130 h.2.k 24.130 i.1.a 24.130 i.1.e 24.130 i.1.f 24.130 i.1.g 24.130 i.1.h 24.130 i.2.a 24.130 i.2.b 24.130 i.2.f 24.130 i.2.i 24.130 i.2.k 24.130 i.2.l		
ED409 Bilingual Methods and Materials (BIL)			24.130 a.1.a 24.130 a.1.b 24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.a 24.130 a.2.b 24.130 a.2.c 24.130 a.2.d 24.130 a.2.e 24.130 b.1.a 24.130 b.1.b 24.130 b.1.c 24.130 b.1.d 24.130 b.1.e 24.130 b.1.f 24.130 b.1.g 24.130 b.1.h 24.130 b.2.a 24.130 b.2.b 24.130 b.2.c 24.130 b.2.d 24.130 b.2.e 24.130 b.2.f 24.130 b.2.h		

			24.130 b.2.i 24.130 c.1.a 24.130 c.1.b 24.130 c.1.c 24.130 c.1.d 24.130 c.1.e 24.130 c.1.f 24.130 c.1.g 24.130 c.2.a 24.130 c.2.c 24.130 c.2.d 24.130 c.2.e 24.130 c.2.f 24.130 c.2.g 24.130 c.2.i 24.130 c.2.j 24.130 d.1.b 24.130 d.1.d 24.130 d.1.e 24.130 d.2.d 24.130 e.1.a 24.130 e.1.b 24.130 e.1.c 24.130 e.1.d 24.130 e.1.e 24.130 e.1.f 24.130 e.1.g 24.130 e.1.h 24.130 e.2.a 24.130 e.2.b 24.130 e.2.c 24.130 e.2.d 24.130 e.2.e 24.130 e.2.f 24.130 e.2.g 24.130 e.2.h 24.130 e.2.j 24.130 e.2.k 24.130 f.1.a 24.130 f.1.b 24.130 f.1.c 24.130 f.1.d 24.130 f.1.e 24.130 f.1.f 24.130 f.1.g 24.130 f.1.h		
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			24.130 f.1.i 24.130 f.2.a 24.130 f.2.b 24.130 f.2.c 24.130 f.2.d 24.130 f.2.e 24.130 f.2.f 24.130 f.2.g 24.130 f.2.h 24.130 f.2.i 24.130 f.2.j 24.130 g.1.a 24.130 g.1.b 24.130 g.1.c 24.130 g.1.d 24.130 g.1.e 24.130 g.1.f 24.130 g.1.g 24.130 g.1.h 24.130 g.1.i 24.130 g.2.a 24.130 g.2.b 24.130 g.2.c 24.130 g.2.d 24.130 g.2.g 24.130 g.2.h 24.130 g.2.i 24.130 h.1.a 24.130 h.1.b 24.130 h.1.c 24.130 h.1.d 24.130 h.1.e 24.130 h.1.f 24.130 h.1.h 24.130 h.1.i 24.130 h.2.b 24.130 h.2.c 24.130 h.2.f 24.130 h.2.g 24.130 h.2.j 24.130 i.1.a 24.130 i.1.b 24.130 i.1.e 24.130 i.1.f 24.130 i.1.g 24.130 i.1.h		
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			24.130 i.2.a 24.130 i.2.b 24.130 i.2.c 24.130 i.2.f 24.130 i.2.g 24.130 i.2.h 24.130 i.2.i 24.130 i.2.k 24.130 i.2.l		
ED420 Instructional Analysis, Design, and Assessment in Pre- student Teaching			24.130 a.1.a 24.130 a.1.b 24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.a 24.130 b.1.g 24.130 b.2.a 24.130 b.2.d 24.130 c.1.a 24.130 c.1.b 24.130 c.1.f 24.130 c.2.a 24.130 c.2.b 24.130 c.2.c 24.130 c.2.d 24.130 d.1.b 24.130 d.1.c 24.130 d.1.d 24.130 d.1.e 24.130 d.2.a 24.130 d.2.b 24.130 d.2.c 24.130 d.2.d 24.130 d.2.e 24.130 e.1.a 24.130 e.1.b 24.130 e.1.c 24.130 e.1.d 24.130 e.1.f 24.130 e.2.a 24.130 f.1.e 24.130 f.1.f 24.130 g.1.a 24.130 g.1.b	Goal 1: Learning Standard A, B, C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard A, B, C	

			24.130 g.1.c 24.130 g.1.d 24.130 g.1.e 24.130 g.1.f 24.130 g.1.g 24.130 g.1.h 24.130 g.1.i 24.130 g.2.a 24.130 g.2.c 24.130 g.2.d 24.130 h.1.a 24.130 h.1.b 24.130 h.1.c 24.130 h.1.d 24.130 h.1.e 24.130 h.1.f 24.130 h.1.g 24.130 h.1.h 24.130 h.1.i 24.130 h.2.a 24.130 h.2.b 24.130 h.2.c 24.130 h.2.d 24.130 h.2.e 24.130 h.2.h 24.130 h.2.k 24.130 i.2.f 24.130 i.1.a 24.130 i.1.b 24.130 i.1.c 24.130 i.1.d 24.130 i.1.e 24.130 i.1.f 24.130 i.1.g 24.130 i.1.h 24.130 i.1.i 24.130 i.2.a 24.130 i.2.b 24.130 i.2.c 24.130 i.2.f 24.130 i.2.g 24.130 i.2.h 24.130 i.2.k 24.130 i.2.k		
ED488 Education			24.130 a.1.a 24.130 a.1.b	Goal 1: Learning Standard A, B, C	

<p>Senior Seminar</p>			<p>24.130 a.1.c 24.130 a.1.d 24.130 a.1.e 24.130 a.1.f 24.130 a.1.g 24.130 a.2.a 24.130 a.2.b 24.130 a.2.c 24.130 a.2.d 24.130 a.2.e 24.130 b.1.e 24.130 b.1.g 24.130 b.1.b 24.130 b.2.e 24.130 c.1.c 24.130 d.1.a 24.130 d.1.b 24.130 d.1.c 24.130 d.1.d 24.130 d.1.e 24.130 d.1.f 24.130 d.1.g 24.130 d.2.a 24.130 d.2.d 24.130 d.2.h 24.130 e.1.e 24.130 e.1.f 24.130 e.1.g 24.130 e.1.h 24.130 e.2.a 24.130 e.2.b 24.130 f.2.d 24.130 f.2.f 24.130 f.2.j 24.130 g.1.e 24.130 g.1.f 24.130 g.2.a 24.130 g.2.d 24.130 h.1.b 24.130 h.1.c 24.130 h.1.h 24.130 h.1.i 24.130 h.2.b 24.130 i.1.b 24.130 i.1.c 24.130 i.1.e</p>	<p>Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard A, B, C</p>	
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			24.130 i.1.f 24.130 i.1.d 24.130 i.2.b 24.130 i.2.c 24.130 i.2.d 24.130 i.2.f			
ED477/8 Supervised Teaching in Middle School Education/ Supervised Teaching in Secondary Education			All 24.130	Goal 1: Learning Standard A, B, C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard A, B, C		
SP103 Beginning Spanish	27.340.c.2.A 27.340.c.2.B 27.340.d.1.A 27.340.d.1.B 27.340.e.1 27.340.f.1.A 27.340.f.1.B 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.2.A 27.340.i.2.D 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C		
SP114 Continuing Spanish	27.340.c.2.A 27.340.c.2.B 27.340.d.1.A 27.340.d.1.B 27.340.e.1 27.340.f.1.A 27.340.f.1.B 27.340.h.2.A			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C		

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	27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C				
SP223 Intermediate Spanish	27.340.c.2.A 27.340.c.2.B 27.340.d.1.A 27.340.d.1.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c
SP401 Spanish Education Teaching Methods and Instruction	27.340.a.1.A 27.340.a.1.B 27.340.a.1.C 27.340.a.1.D 27.340.a.2.A 27.340.a.2.B 27.340.a.2.C 27.340.a.2.D 27.340.b.3.A 27.340.b.3.B 27.340.b.3.C 27.340.b.3.D			Goal 1: Learning Standard A, B, C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard A, B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c ACTFL 3.a ACTFL 3.b ACTFL 4.a ACTFL 4.b ACTFL 4.c ACTFL 5.a ACTFL 5.b ACTFL 5.c

	27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D 27.340.j.1. 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C				ACTFL 6.a ACTFL 6.b ACTFL 6.c
SP350 Study Abroad in Spanish	27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.i.1. 27.340.i.2.D			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard A, B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c

<p>SP480 Spanish Advanced Conversation and Composition</p>	<p>27.340.b.2.A 27.340.b.2.B 27.340.b.2.C 27.340.b.3.A 27.340.b.3.B 27.340.b.3.C 27.340.b.3.D 27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D 27.340.j.1. 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C</p>			<p>Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C</p>	<p>ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c</p>
<p>SP301 Spanish Conversation and Composition I</p>	<p>27.340.b.2.A 27.340.b.2.B 27.340.b.2.C 27.340.d.1.A 27.340.d.1.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B</p>			<p>Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C</p>	<p>ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a</p>

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	27.340.f.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C				
SP302 Spanish Conversation and Composition II	27.340.b.2.A 27.340.b.2.B 27.340.b.2.C 27.340.d.1.A 27.340.d.1.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a
SP303 Culture of Spain	27.340.b.2.A 27.340.b.2.B 27.340.b.2.C 27.340.c.2.A			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C,	ACTFL 1.a ACTFL 1.b ACTFL 2.a ACTFL 2.c

	27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D			D Goal 3: Learning Standard B, C	
SP304 Culture of Latin America	27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 2.a ACTFL 2.c

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	27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D				
SP 305 Contemporary Hispanic Film	27.340.c.1. 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.i.1. 27.340.i.2.D			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a
SP310 Spanish for Health Professions	27.340.b.2.C 27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.B 27.340.i.2.D 27.340.j.1. 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c
SP312 Spanish for Radio Production	27.340.b.1. 27.340.b.3.A 27.340.b.3.B 27.340.b.3.C 27.340.b.3.D 27.340.c.2.A			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a

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	27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.i.1. 27.340.i.2.B 27.340.i.2.C 27.340.i.2.D 27.340.j.1. 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Standard B, C	
SP 314 Spanish for Journalism	27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.i.1. 27.340.i.2.D 27.340.j.1. 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c
SP320 Art,	27.340.b.2.C 27.340.c.2.A			Goal 1: Learning Standard C	ACTFL 1.a ACTFL 1.b

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<p>Literature, and Film of US Latinos</p>	<p>27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.f.2.A 27.340.f.2.B 27.340.f.2.C 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.D 27.340.j.1.</p>			<p>Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C</p>	<p>ACTFL 1.c ACTFL 2.a ACTFL 2.c</p>
<p>SP321 Survey of Spanish Literature</p>	<p>27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.i.2.D</p>			<p>Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C</p>	<p>ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c</p>
<p>SP323 Survey of Latin American Literature</p>	<p>27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.f.1.A 27.340.f.1.B 27.340.g.1.A</p>			<p>Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C</p>	<p>ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c</p>

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	27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.i.2.D				
SP324 Survey of Latin- American Literature II	27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.i.2.D			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c
SP330 Spanish for Business	27.340.b.3.A 27.340.b.3.B 27.340.b.3.C 27.340.b.3.D 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.e.2.A 27.340.e.2.B 27.340.h.1.A 27.340.h.1.B 27.340.h.1.C 27.340.h.1.D 27.340.h.2.A 27.340.h.2.B 27.340.h.2.C 27.340.h.2.D 27.340.i.1. 27.340.i.2.A 27.340.i.2.D 27.340.j.1. 27.340.j.2.A 27.340.j.2.B 27.340.j.2.C			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a
SP340	27.340.c.2.A			Goal 1: Learning	ACTFL 1.a

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Theatre Performance in Spanish	27.340.c.2.B 27.340.e.1 27.340.i.1. 27.340.i.2.D 27.340.j.1.			Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c
SP402 Linguistics	27.340.c.2.A 27.340.c.2.B 27.340.d.2.A 27.340.d.2.B 27.340.d.2.C 27.340.e.1 27.340.i.2.D			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.b
SP481 Topics in Hispanic Literature	27.340.c.1. 27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.f.1.A 27.340.f.1.B 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.i.1. 27.340.i.2.D			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c
SP482 Topics in Hispanic Literature	27.340.c.2.A 27.340.c.2.B 27.340.e.1 27.340.f.1.A 27.340.f.1.B 27.340.g.1.A 27.340.g.1.B 27.340.g.2.A 27.340.g.2.B 27.340.g.2.C 27.340.i.1. 27.340.i.2.D			Goal 1: Learning Standard C Goal 2: Learning Standard A, B, C, D Goal 3: Learning Standard B, C	ACTFL 1.a ACTFL 1.b ACTFL 1.c ACTFL 2.a ACTFL 2.c
Total Credit Hours	79				