

MOREHEAD STATE UNIVERSITY

**Program Review for
Bachelor of Arts – Teacher Certification
Spanish – P-12
Department of English, Foreign Languages and Philosophy**

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**Morehead State University
Spanish P-12, Teacher Certification**

1 CONCEPTUAL FRAMEWORK

Introduction

Morehead State University's Bachelor of Arts in Spanish (P-12 Certification) is primarily designed for individuals who are interested in teaching Spanish in a public or private school (at primary, middle and secondary levels), and who wish to complete teacher certification requirements in accordance with the above stated purpose.

The program has been designed so that candidates will be able to complete the content area and professional course work, supervised teaching and internships within a four or five year framework.

Students admitted to this program must meet all admission requirements, and complete the appropriate PRAXIS II examinations. Candidates who successfully complete all program requirements will be awarded a Bachelor of Arts degree in Spanish with P-12 Spanish certification, and will be eligible for full certification.

Overview of Unit's Conceptual Framework

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that essential if one is to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the units conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills" The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as a key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities, but the student is the active doer of the work or learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997).
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with preexisting intellectual constructs (Piaget, 1952).

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Use of the

“Educator as Architect” metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts.
- An acknowledgement of the belief that learning is an active and on-going process (Piaget, 1952).
- Providing students with direct experiences, so that they can use and process information while seeking solutions (Piaget, 1969)
- Placing students in authentic or “real world” settings so that learning has the potential of being meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>).
- Encouraging students to extend their ability to process and learn by reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966).
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research. (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>).
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993).
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000).
- Extending graduate’s ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and improve the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959).
- The preparation of pre-professionals and faculty who are able to integrate technology effectively into all aspects of the educational process in order to ameliorate communication, teaching, learning and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000).
- Encouraging faculty and students to note and “apply scientific thinking to real life problems that exist in education in order to increase instructional productivity and to provide information to disseminate to others to inform their practice” (Shannon, 1990).

The entire Morehead State Conceptual Framework document is available on line:
http://www.msucoe.org/conceptual_framework.htm

Professional Education Core and Links to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as ARchitects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to **use and apply essential knowledge, skills, and dispositions**, in their chosen field of study (content area). Engaging students in **education content, a variety of learning experiences** (including, but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are **placed in authentic settings** so that the meaning of learning and practice is increased.

The nature of **candidate accountability** varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates’ ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course). Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

*Concepts from the Conceptual Framework are highlighted.

The Spanish Program is intended to train teachers to design, implement and evaluate developmentally appropriate instruction in such a manner that it will take full advantage of state of the art language educational techniques. Graduates of this program will gain proficiency in the four skills (listening, reading, speaking and writing), and in the use of grammatical structures. Further, they will demonstrate familiarity with significant works of Hispanic literature, and acquire knowledge of various aspects of Spanish and Spanish American culture and civilization. Additionally, teacher candidates will be encouraged to use multimedia instructional techniques, such as Internet resources and other appropriate technological procedures.

Candidates will be prompted to enroll in study abroad programs and, in their teaching environments, to integrate activities that promote contact with Hispanic culture, through involvement with natives, joining language tables, etc. Stress will be placed on understanding ideas and actions different from their own.

This program is integrated into the conceptual schema provided by the College of Education and Behavioral Sciences' framework of the *Educators as Architects (Designing Environments Where Students Construct Knowledge and Develop Skills)*: This program is designed to provide undergraduates with the knowledge, skills and dispositions that are essential for them to be successful new teachers. Following our description in subsequent pages a teacher education conceptual model has been attached. It shows how the various components of the teacher education program contribute to forming the knowledge and skill of beginning teachers. Central to this developmental process is mastery of the New Teacher Standards and the conceptual framework for professional education according to the "Educator as an Architect" metaphor. Thus teachers will be expected to: 1) design and plan instruction; 2) create and maintain a learning climates; 3) implement and manage instruction; 4) assess and communicate learning results; 5) reflect on and evaluate teaching and learning; 6) collaborate with colleagues, parents and others with a view to promoting positive change in public schools; 7) engage in on-going professional development; 8) possess knowledge of content; 9) blend pre-existing content knowledge and experience with essential professional and pedagogical knowledge and practice; 10) stimulate meaningful inquiry, practice and application; 11) insure technology will play a central role in the delivery of courses, as an interactive communication tool; 12) identify problems existing in public schools and, using knowledge of research techniques effectively to evaluate them; 13) pay heed to dispositions and attitudes needed to support teacher effectiveness when applying all coursework activities and performance.

To perform these complex, interrelated functions multiple areas of knowledge and experiences are required. Among these one may include:

1.	General education studies: Foster the development of written and spoken English, mathematics, and computer competencies, as well as promoting the acquisition of basic knowledge in a variety of disciplines.
2.	Content Studies: <u>Promote mastery of discipline specific knowledge, ensuring an understanding of the structure of knowledge; exposure to a variety of problem-solving skills, and numerous assessment techniques.</u>
3.	Professional Education Studies: Provide background about the historical, theoretical, and action-oriented frameworks which have influenced the nature or the function of education.
4.	Pedagogical Studies: Contribute to the demonstration of knowledge and skills essential for designing, planning, implementing, and assessing student learning.
5.	Integrated Studies (field experiences, student teaching): Challenge students to put theory effectively into practice so they are prepared to function responsibly in school-based settings.

The typical sequencing of the experiences in each of these areas is shown below:

	Freshman	Sophomore	Junior	Senior
General Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	<i>Capstone</i>
Content Studies	XXXXX	XXXXXXXX	XXXXXXXX	XXXXX
Professional Studies		XXXXXXX	XXXXXXXX	XXXXXXXX
Pedagogical Studies			XXXXXXXX	XXXXXXXX
Clinical/Field		XXXXXXXX	XXXXXXXX	XXXXXXXX

2 PROGRAM EXPERIENCES

The chart below articulates the program competencies (column one) to be demonstrated by students completing this program and clarifies the specific links each competency has to the New Teacher Standards (column two). Program graduates will therefore be able to document competence in each NTS category, thus fulfilling the intention of the conceptual framework.

Matrix 1: LINKS BETWEEN SPANISH P-12 PROGRAM GOALS and the NEW TEACHER STANDARDS (NTS)

Program Competencies	Links to New Teacher Standards	
Each Student will		
Demonstrate knowledge of content/subject area.	NTS VIII	Knowledge of Content
Demonstrate a variety of professional skills.	NTS I NTS II NTS III NTS VI NTS IX	Designs/Plans instruction Creates/Maintains Learning Environment Implements/Manages Instruction Collaborates with Colleagues Implements Technology
Apply an understanding of learner characteristics and the links these have to planning and assessment	NTS I NTS IV NTS V NTS VI	Designs/Plans Instruction Assesses and Communicates Learning Results Reflects on/Evaluates Teaching Collaborates with Parents/Colleagues
Be able to account for student diversity and exceptionality factors.	NTS I NTS II	Designs/Plans Instruction Creates/Maintains Learning

	NTS III NTS IV NTS VI	Environment Implements/Manages Instructions Assesses/Communicates Results Collaborates with Colleagues/Parents
Demonstrate computer competence and the ability to use technology to enhance instruction.	NTS IX	Implements Technology
Document knowledge of and ability to use state curricular and assessment materials/guidelines.	NTS I NTS II NTS IV NTS V NTS VI	Designs/Plans Instruction Creates/Maintains Learning Environment Assesses/Communicates Results Reflects on/Evaluates Teaching Collaborates with Colleagues/Parents
Demonstrate the ability to conduct action research.	NTS VIII	Knowledge of Content and Application to Learner and Learning Environment

Graduates of the Spanish program will demonstrate mastery of the New Teachers' Standards (Kentucky Department of Education), 1994).

Matrix 2 KERA INITIATIVES AND LINKS TO COURSEWORK

<i>Course Prefix/Number</i>	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
EDF 207	X	X	X
EDF 211	X	X	X
EDF 311	X	X	X
EDSE 312	X	X	X
EDSP 332	X	X	X
EDSE 333	X	X	X
EDSE 416	X	X	X
EDSE 499C	X	X	X
SPA 405	X	X	X
*Content Area Courses	X	X	X

*See description of Content Area Courses on MATRIX 4 (p. 10).

Matrix 3 Spanish Program-Teaching Major (P-12)

Bachelor of Arts

Teaching Major:

Basic Language	12
SPA 101—Spanish Language and Culture I	
SPA 102—Spanish Language and Culture II	
SPA 201—Intermediate Spanish I	
SPA 202—Intermediate Spanish II	
Advanced Language	3
SPA 300—Grammar and Composition	
Spanish Literature (select one 300 and one 400 course)	6
SPA 301—Survey of Peninsular Spanish Literature from 1700	
SPA 302—Survey of Spanish American Literature from Colonial Times to 1880	
SPA 401—Masterpieces of Spanish Literature	
SPA 402—Masterpieces of Spanish American Lit.	
SPA 405-Linguistics and Language Teaching	3
SPA 499C-Senior Seminar In Spanish	3
Approved 300-500 level electives	9
Total	36

MATRIX 4 DESCRIPTION OF SPANISH COURSES

SPA 101. Spanish Language and Culture I. (3-0-3); 1, 11. Study listening, speaking, reading, and writing basic Spanish with emphasis on the appreciation of the culture of Spain and other Hispanic cultures. This course satisfies the area studies-humanities for general education.

SPA 102. Spanish Language and Culture II. (3-0-3); 1, H. *Prerequisite: SPA 101 or consent of instructor* Continued study of listening, speaking, reading, and writing basic Spanish with emphasis on appreciation of the culture of Latin America and other Hispanic cultures. This course satisfies the area studies-humanities for general education.

SPA 201. Intermediate Spanish I. (3-0-3); 1, 11. *Prerequisite: SPA 101 or consent of instructor* Reading of moderately difficult Spanish texts; thorough review of minimum essentials of Spanish grammar; conversational practice.

SPA 202. Intermediate Spanish II. (3-0-3); 11. *Prerequisite: SPA 101 or consent of instructor* A continuation of SPA 201. Reading of more difficult texts.

SPA 208. Spanish Phonetics and Pronunciation. (3-0-3); 1 or 11. *Prerequisite: SPA 101 or 102.* A contrastive study of the phonetic stems of English and Spanish, with emphasis on corrective exercises in Spanish pronunciation. Includes practice with tapes and transcriptions on the international phonetics alphabet.

SPA 300. Grammar and Composition. (3-0-3); 1. *Prerequisite: SPA 202 or consent of instructor* Review of difficult concepts of Spanish grammar. Study and analysis of writing styles. Emphasis on written composition.

SPA 301. Survey of Peninsular Spanish Literature from 1700. (3-0-3); on demand. *Prerequisite: SPA 300.* A survey of Spanish peninsular literature from 1700 to the present with readings from the most significant works in each literary period. Lectures, oral discussions, reports.

SPA 302. Survey of Spanish American Literature from Colonial Times to 1880. (3-0-3); on demand. *Prerequisite: SPA 300.* A survey of Spanish American literature from colonial times to 1880 with readings from the most significant works in each literary period. Lectures, oral discussions, reports.

SPA 303. Latin American Culture and Civilization. (3-0-3); on demand. *Prerequisite: SPA 202 or consent of instructor* Study of the architecture, art, geography, history, literature, music, customs, current events, and ways of life on the Latin American world.

SPA 304. Spanish Culture and Civilization. (3-0-3); on demand. *Prerequisite: SPA 202 or consent of instructor* Study of the architecture, history, literature, music, customs, current events, and ways of life in Spain.

SPA 305. Conversation. (3-0-3); on demand. *Prerequisite: SPA 202 or consent of instructor* Conversation on daily subjects of current interest pertaining to the Hispanic world; acquisition of new vocabulary through reading of current material and usage in oral work.

SPA 309. Explorations in Hispanic Cinema Analysis. (3-0-3); on demand. *Prerequisite: SPA 202 or consent of instructor* Viewing, exploration, and analysis of Hispanic films. Study of film trends and issues. Viewer's guide to film discussion and review. May be taken more than once for credit.

SPA 320. Hispanic Culture and Civilization. (3-0-3); on demand.

variable. These courses are usually specialized offerings in Spanish for undergraduate students. The purpose of these courses is to enhance the existing Spanish program.

SPA 401. Masterpieces of Spanish Literature. (3-0-3); on demand. *Prerequisite: SPA 300.* Reading, analysis, and discussion of literary masterpieces in Spanish. Emphasis on the Middle Ages and the Golden Age.

SPA 402. Masterpieces of Spanish American Literature. (3-0-3); on demand. *Prerequisite: SPA 300.* Reading, analysis, discussion of literary masterpieces in Spanish. Emphasis on modernism and contemporary literature.

SPA 403. Spanish Stylistics. (3-0-3); on demand. *Prerequisite: SPA 300.* Reading and analysis of different writing styles. Study of Spanish rhetorical devices. Translations and compositions in Spanish.

SPA 405. Linguistics and Language Teaching. (3-0-3); on demand. *Prerequisites: SPA 300 and admission to TEP.* The application of linguistics to the methodology of teaching Spanish.

SPA 432. Contemporary Spanish and Spanish American Literature. (3-0-3); on demand. *Prerequisite: SPA 300.* A survey of significant characteristics of twentieth century Hispanic literature including the novel, the short story, the drama, the essay, and poetry.

SPA 440. Seminar in Hispanic Literature. (3-0-3); on demand. *Prerequisite: SPA 300.* Group instruction and practice in research methods peculiar to Hispanic literature.

SPA 476. Directed Studies. (1 to 3 hrs.); on demand. *Prerequisites: consent of instructor and department chair* This course is a directed study for the undergraduate Spanish major. Each request for the course will be considered on its own merits in relation to special needs of the student.

SPA 499C. Senior Seminar in Spanish. (3-0-3); on demand. *Prerequisites: senior standing, 15 hours of upper-level Spanish, courses, and/ or consent of the Spanish faculty.* An integral capstone course in Spanish. A review of key components of Spanish grammar, culture, literature and of issues related to proficiency in Spanish (speaking, listening, reading, and writing) and to career opportunities for Spanish majors. This course satisfies the integrative component for general education.

SPA 576. Directed Studies. (1 to 3 hrs.); on demand. *Prerequisite: consent of instructor and department chair* This course is a directed study for the advanced undergraduate and the graduate student in Spanish. Each request for the course will be considered on its own merits in relation to the special needs of the student. A maximum of nine semester hours may be earned through independent special problem courses.

SPA 599. Special Courses. (1 to 3 hrs.); on demand. *Prerequisite: variable.* These courses are usually specialized offerings in Spanish for the advanced undergraduate and the graduate student. The purpose of these courses is to enhance the existing program in Spanish.

Clinical and Field Experiences:

**Matrix 5 SPANISH PROGRAM P-12 PROGRAM
OVERVIEW OF CANDIDATES CLINICAL AND FIELD EXPERIENCES AT
EACH LEVEL OF THE FOUR – TIERED MODEL**

Level	Courses	Field Hours Required	Expected Experiences	Actual Hours
I	EDF 207	16	General Observation: Diversity and Exceptionality School Board Meeting or site based council	12 2 2
I	EDF 211	16	Diversity Exceptionality	4 12
I	EDF 311	16	Support Roles Management, Grading, etc. Individual tutoring	12 4
				48 total
II	EDSE 312	43	Observations: General Technology skill development	10 33
II	EDSP 332	10	Observations: Exceptionality One on One	10 5
				Total 78
III	SPA 405 Elementary Secondary	5 5	Content Area Observation (5-10) Large group/Whole class teaching (10-15) Assessment and grading (5-25) Small group (5-15)	10 10 20 12
				Total 52
IV	Student Teach Dual Placement	241	Observation Teaching Participation Conferences	40 135 30 36
				Total 241

When dual placement is not possible, the Director of the Educational Services Unit Hill find a short term placment for the student teacher at another educational level. He/she will work with the public school practitioner to develop and implement two – four lessons.

Clinical and field experiences will be designed to provide candidates with an opportunity to develop knowledge, skills, and dispositions consistent with the units standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the opportunity to

observe, analyze and practice a variety of teaching/learning techniques, and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations; 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Specific assignments will be designed to accomplish these intentions. Each task, challenge, etc., will be clarified in the form of assignment modules (carefully sequenced so that each standard is addressed and the complexity of the challenge gradually increases). Self-reflection will be integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed and sophisticated teaching practices.

Candidate support will be essential if optimal learning is to occur. Therefore a University Supervisor and an on-site Cooperating Teacher will work closely with each candidate who is enrolled in SPA 405.* Observation, dialogue, written assessment will be used to ensure that a candidate is progressing at an acceptable rate and level.

* Please note that SPA 405 is being revised. The revised Spanish 405 will be a six credit-hour course, and will require more clinical and field experience. EDSE 333 will be eliminated. The clinical and field experiences from this course will be integrated into Spanish 405. The new course should be available in 2003.

Knowledge Base/Teacher Outcomes:

1. Communication: Communicate in Languages Other Than English (NSFLL¹).
Standard 1.1: Students engage in conversations, provide and obtain information, express feeling and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Culture: Gain Knowledge and Understanding of Other Cultures (NSFLL). Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied,
3. Connections: Connect with Other Disciplines and Acquire Information (NSFLL). Standard 3.1: Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Comparisons: Develop Insight Into the Nature of Language and Culture (NSFLL). Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Communities: Participate in Multilingual Communities at Home and Around the World (NSFLL). Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
6. Affective Domain² : The teacher [or student teacher in micro-teaching sessions] will:

¹ National Standards for Foreign Language Learning.

² Source: Foreign Language Pedagogy: Performance Standards for Foreign Language Teachers in J. Shrum, *Teacher's Handbook: Contextualized Language Instruction*, Boston, Mass: Heinle & Heinle Publishers, 1994.

- create a positive foreign language learning experience by offering praise and encouragement in the target language.
 - build success in the target language experience by focusing objectives on students' needs and abilities.
 - demonstrate enthusiasm for and interest in what he/she is teaching.
 - motivate students by personalizing activities and incorporating students' interests and talents.
 - earnestly try to understand students' communicative efforts.
 - use body language to show acceptance of students' ideas and messages (smiles, head-nodding, interested facial expression, etc.)
 - enable students to gain confidence in speaking by providing opportunities for them to practice new material through choral repetition, small group, or pair work before requiring individual responses.
 - increase student motivation to use the target language by providing practice in highly functional language that students will want to use with one another in personal communication.
7. Technology: The teacher (or student teacher) will:
- learn how to use effective technology in the classroom.
 - design a variety of teaching activities which involve the use of current technology (video, computer, etc.).
 - utilize video and computer technology to prepare micro teaching units.
8. Assessment: The development of student competencies in the Spanish program will be evaluated using the following criteria: 1) Tests and quizzes; 2) Student compositions; 3) Student summaries; 4) Student term papers; 4) Student presentations; 5) Exit examinations; 6) mid point proficiency exams; 7) Observation reports; 8) self-evaluation of teaching; 8) micro-teaching; 9) Development of lesson plans; 10) Peer teaching; 11) Group projects; 12) Cooperative strategies; 13) Field experiences; 14) New teacher portfolio components; 15) Activity planning; 16) Effective use of technology; 17) Development of Assessment reports
9. Linguistic and Cultural Foundations: Since content specific pedagogy can only be useful to the teacher who is well grounded in the language, it is recommended that teachers demonstrate a [. . .] proficiency of [Intermediate High,] Advanced or better according to the ACTFL/ETS scale (See pp. 13-19). In addition to this minimal level of speaking proficiency, teachers and interns should also demonstrate a basic understanding of the cultures reflected in the target language. Important cultural aspects will include:
- a familiarity with one or more countries where the language is spoken in terms of historical movements, daily life styles, the arts, and key historical and contemporary figures.
 - an understanding of the relationships between the target language and that of the United States.

Matrix 6 SECONDARY PROFESSIONAL EDUCATION CORE AND LINKS TO THE NEW TEACHER STANDARDS

New Teacher Standards Courses	NTS I Designs and Plans Instruction	NTS II Creates/Maintains Instruction	NTS III Implements/Manages Instruction	NTS IV Assesses/Comm. Learning Results	NTS V Evaluates Teaching Learning	NTS V Collaborate
EDF 207	I	I			I	I
EDF 211		I		I		
EDF 311	D	D	D	D	D	I
EDSP 332	I	I	D	I	I	I
EDSE 312	D	D	D	D	D	D
EDSE 333	D	D	D	I	I	I
EDSE 499C	D	D	D	D	D	I
EDSE 416	S	S	S	S	S	D

Matrix 7 SPANISH EDUCATION P-12 PROGRAM SPECIFIC REQUIRED COURSES AND LINKS TO NEW TEACHER STANDARDS

Course List	NEW TEACHER STANDARDS																											
	NTS I Designs/ Plans Instruc- tion			NTS II Creates/ Maint. Learn. Environ- ment			NTS III Implem. Manag. Instruc- tion			NTS IV Assess/ Commu- nicate Learn. Goals			NTS V Eval./ Teach. Learn- ing			NTS VI Colla- borates			NTS VII Prof. Deve- lop.			NTS VIII Content Know- ledge			NTS IX Tech- nical Compe- tence			
	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	I N T	D E V	S K L	
SPA 101	X	X	X			X			X			X			X			X			X			X				
SPA 102		X			X			X			X			X			X			X			X			X		
SPA 201			X			X			X			X			X			X			X			X			X	
SPA 202			X			X			X			X			X			X			X			X			X	
SPA 208																												
SPA 300			X			X			X			X			X			X			X			X			X	
SPA 301*	X				X			X			X			X			X			X			X			X		
SPA 302*																												
SPA 303																												
SPA 304																												
SPA 305**			X			X			X			X			X			X			X			X			X	
SPA 320**		X			X			X			X			X			X			X			X			X		
SPA 401*	X				X			X			X			X			X			X			X			X		
SPA 402*																												
SPA 403																												
SPA 405			X			X			X			X			X			X			X			X			X	
SPA 432																												
SPA 440																												
SPA 476																												
SPA 499C			X			X			X			X			X			X			X			X			X	
SPA 576																												
SPA 599																												
EDF 207	X				X			X									X								X			
EDF 211		X			X			X			X			X			X			X			X			X		
EDF 311		X			X			X			X			X			X			X			X			X		
EDSP 332					X			X		X			X	X		X	X		X						X			
EDSE 312	X				X			X			X			X			X			X								X

EDSE 333		X		X		X	X		X		X							X	X		
EDSE 415		X		X		X		X	X		X			X				X			X
EDSE 416			X		X		X		X	X		X	X					X			X

INT= Introduction: The standard indicator is present on a very introductory level.

DEV=Development: The standard indicator is thoroughly implemented.

SKL= Skill: The standard indicator is demonstrated proficiently.

*Students select one course from SPA 301, 302, and one course from SPA 401, 402. We chose SPA 301 and 401 as a sample of the two courses required.

**We chose to evaluate SPA 305 and 320 as samples, from the elective courses (SPA 305, 320, 432, 440, 476, 576, 599).

Matrix 8 PRAXIS (CURRICULUM ALIGNMENT)

TOPICS COVERED ON TEST	SPANISH COURSE IN DEPARTMENT																					
	1 0 1	1 0 2	2 0 1	2 0 2	2 0 8	3 0 0	3 0 1	3 0 2	3 0 3	3 0 4	3 0 5	4 0 1	4 0 2	4 0 3	4 0 5	4 3 2	4 4 0	4 7 6	4 9 9	5 7 6	5 9 9	
I. CONTENT:																					X	
LISTENING COMPREH.	X	X	X	X	X						X										X	
READING COMPREH.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STRUCTURE OF THE LANG.	X	X	X	X		X	X				X			X	X							
LANGUAGE ANALYSIS	X	X	X	X	X	X	X	X			X	X	X	X							X	
CULTURE BACKGROUND	X	X	X	X			X	X	X	X		X	X								X	
II. PROD LANG SKILLS:																						
<i>SPEAKING:</i>																						
PICTURE DESCRIPTION			X	X	X	X					X										X	
ROLE PLAYING	X	X	X	X	X	X			X	X	X										X	
PICTURE NARRATION		X	X	X	X	X					X										X	
DISCUSSING ABSTRACT CONCEPT/DEFENDING AN OPINION					X	X	X	X			X	X	X		X						X	
<i>WRITING:</i>																						
PICTURE NARRATION	X	X	X	X		X					X			X							X	
WRITING A LETTER		X	X	X		X					X			X							X	
WRITING QUESTIONS	X	X	X	X	X	X					X			X							X	

Matrix 9: LEARNED SOCIETY – National Standards for Foreign Language Learning

	RELATIONSHIP OF BEST PRACTICES/KNOWLEDGE BASE SET FORTH BY NATIONAL STANDARDS FOR FOREIGN LANGUAGE LEARNING TO COURSES IN SPANISH PROGRAM										
TEACHER OUTCOMES	SPA 101	SPA 102	SPA 201	SPA 202	SPA 300	SPA 301 or 302	SPA 305*	SPA 303 OR 304	SPA 401 or 402	SPA 405	SPA 499 C
COMMUNICATION	I	I	D	D	S	D	D	D	D	S	S
CULTURE	I	I	I	I	I	D	D	D	D	S	S
CONNECTIONS	I	I	I	I	DS	DS	DS	D	DS	S	S
COMPARISONS	I	I	I	I	D	D	D	D	D	S	S
COMMUNITIES	I	I	I	I	D	D	D	D	D	S	S
AFFECTIVE DOMAIN	I	I	D	D	D	D	D	D	D	S	S
TECHNOLOGY	I	I	D	D	D	D	D	D	D	S	S
ASSESSMENT	I	D	D	D	D	D	D	D	D	S	S
LING./CULT. FOUNDATION	I	I	D	D	D	D	D	D	D	S	S
	Courses cover the indicated competency areas at the following levels: I-Introduction: The standard indicator is present on a very introductory level D-Development: The standard indicator is thoroughly implemented S-Skill: The standard indicator is demonstrated proficiently *Representative elective courses										

3 THEMES

Matrix 10 COURSES AND NCATE THEMES

Courses NCATE THEMES

	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform Assessment
EDF 207	X		X	X	X		X

EDF	211	X	X	X	X	X	X	X
EDF	311	X	X	X	X	X	X	X
EDSE	312	X	X	X	X	X	X	X
EDSP	332	X	X	X	X	X	X	X
EDSE	333	X	X		X	X	X	X
EDSE	416	X	X	X	X	X	X	X
EDSE	499C	X	X	X	X	X	X	X
SPA	405	X	X	X	X	X	X	X
Content Area Courses*		X	X	X	X	X	X	X

*
All NCATE themes are integrated in all of the content area courses. There will be different degrees of contribution to the NCATE themes. Because of the nature of foreign language learning, all content courses contribute heavily to the theme of diversity. Technology is also very important in the course program sequence, especially now that there is a new computer lab, equipped with software for learning Spanish.

4 ASSESSMENT

ASSESSMENT OF THE CANDIDATE

Matrix 11 UNDERGRADUATE TEACHER EDUCATION CANDIDATE TRANSITION POINTS:

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to TEP	-ACT, PPST, or GRE Scores -Writing Sample Score -Recommendation Forms Initial Dispositions -Overall GPA (2.5) -Successful completion ENG 100, 200, PSY 154, CMAP 1018, EDF 207, and EDF 211 -Department Interview Results	-Teacher Education Council	-Department/Program Committee recommends students for admission to Program. -Director of Educational Service Unit compiles lists from each program and presents whole list to Teacher Education Council. -Teacher Education Council approves or does not approve recommendation made and students informed in writing of admission recommendation.
2) Prior to Student Teaching	-GPA (2.5), in all areas -Completion of Required Coursework -Completion of required PRAXISmExam(s)	-Director of Educational Services Unit (DESU)	-Eligible or not eligible for Enrollment in Student Teaching and Placement in Public School (Candidates informed in writing by DESU. When ineligible, deficiencies described in writing.
3) Student Teaching Evaluation	-KTIP or Other Observation Feedback -Portfolio documents which address each New Teacher Standard	-MSU Supervisor -Cooperating Teacher	-Successful completion of Student Teaching and Capstone
4) Program completion	-Fullfilled all program requirements Transcript -Fullfilled all certification eligibility requirements	-Office of the Registrar -Certification Officer (ESU) tracks and recommends to	-Eligible for graduation diploma, informed in writing if ineligible for graduation -Notified, in writing, (at last meeting of 499c classes) of

		state -State	any deficiencies that need to be handled to be recommended for certification. -Letter of eligibility starting certification area(s)
--	--	-----------------	--

*Portfolio Evaluation Scores and Disposition Scores will be added to categories 2 and 3 when the rubrics and score sheets have been determined to be reliable/valid (Spring, summer 2003).

1. ENTRANCE/ADMISSION CRITERIA

Prior to admission, the following criteria must be fulfilled:

- a. Be admitted to the University.
- b. Submit a portfolio to the Teacher Education Coordinator, which is to include the following: 1) an up-to-date official transcript; 2) an up-to-date official degree audit checklist (see Appendix B); 3) a résumé; 4) three (3) recommendations; 5) a statement of the student's philosophy of education, including the relationship of education to society (maximum of three typed pages); 6) a half-page, double-spaced typed description of relevant experiences the student has had in working with children or youth. Supporting material may be attached; 7) proof of ACT scores; 8) proof of additional test scores, as required; 9) complete program area competences; 10) a 2.5 GPA for student teaching
- c. Successfully complete TEP admission portfolio, including a writing sample and disposition assessment.
- d. Satisfactorily complete a written self-analysis that addresses candidates perceived status in conjunction with each of the New Teacher Standards.
- e. Satisfactorily complete the Program Entrance and Design Interview*
- f. Successfully complete Spanish 405, Linguistics and Language Teaching.

2.*PROGRAM ENTRANCE AND DESIGN INTERVIEW COMMITTEE

Purposes: To determine a candidate's strengths and weaknesses as these pertain to: Professional Education, Pedagogy, Teaching, and Content Area Knowledge.

To serve as the admission interview committee for the Teacher Education Program.

Committee Membership

- P-12 Education Coordinator (Or appointee).
- Academic Discipline Department Chair (Or appointee). This person will also be assigned to monitor and advise the candidate as he or she progresses through the program.

Documents to be reviewed by this committee

- Undergraduate transcript and GPA.
- Scores on required exams.
- Completed TEP Portfolio (writing sample and disposition assessment).
- Candidate's Written Self-Analysis.
- Documents describing Clinical and Field Experience.

3. ON-GOING CANDIDATE ASSESSMENT.

Candidates will be monitored at the end of each semester by their advisor. The following will be reviewed and weighed when evaluating a candidate's progress:

- GPA and/Course Grades
- Portfolio Entries
- Observation data from university supervisor and cooperating teacher.
 - Teacher effectiveness (KTIP format)
 - Dispositions (Morehead State University: Disposition Rubrics and Score Sheet)
- Pass the appropriate PRAXIS content area exams, prior to student teaching.*

The candidate is expected to meet with his/her advisor at least once each semester.

***PRAXIS**

The inclusion of this requirement is essential prior being able to student teach because it confirms a level of student content knowledge consistent with undergraduate teacher education program graduates who seek teacher certification. Fulfillment of this expectation will also ensure a measure of student quality control as it relates to content knowledge.

4 PROGRAM EXIT REQUIREMENTS

Students must:

- Complete a minimum of 128 hours and a 2.0 GPA required for Degree.
- Complete forty-three hours upper division credit required.
- Complete a 2.5 GPA for student teaching.
- Complete thirty-six hours of courses for the Spanish major.
- Complete forty-eight credit hours for General Education.
- Complete a minor in another area.
- Complete the departmental exit exam in Spanish 499C (Capstone Course).
- Successfully complete the supervised teaching courses/experience (Observation evaluations by university supervisor and cooperating teacher and school principal).
- Successfully complete the exit portfolio requirements (A minimum of 3 program faculty will evaluate portfolio documents in conjunction with New Teacher Standards and appropriate performance expectations).
- Successfully complete the PRAXIS Exam(s).

PROGRAM ASSESSMENT

1. University Process for Assessment

The assessment of the BA in Spanish will be on going and will include the use of data and feedback systems associated with Morehead State University's Assessment Plan. The Spanish program has developed an assessment plan that complies with all requirements of the university plan including annual reporting. The plan identifies

explicit links with the vision, mission and goal statements, 2) states explicit links to program goals, 3) articulates assessment measures and acceptable levels of performance 4) includes actual performance data (aggregate when possible)* as a system for interpreting the data, and 5) addresses needs for change, when appropriate, as well as means to be used to accomplish the change. Recent recommendations for change are: changes in course content or assessments, curriculum requirements, and the development of additional student support opportunities. A revision of the Spanish major is in progress.

*Aggregate Data for Program Assessment

Student Exit Portfolio Assessment; Observation Data from University Supervisor and Cooperating Teacher; Survey Data Collection and Evaluation (Graduate satisfaction with Program).

The following sections describe some of the assessment strategies in more detail:

1. Student Assessment. As shown in the previous sections, the Spanish program systematically addresses both the essential knowledge base for Spanish teachers and the new teacher performance standards. The program seeks to insure the quality of its graduates by tying classroom experience to intensive on-going involvement in settings (classrooms/language tables/field experiences/study abroad/contact with native speakers/films, etc.) that provide formal and informal education to students of Spanish.

Every course entails some level of field experience. This enables the Spanish faculty and cooperating teachers in the field to use techniques other than the traditional classroom procedures to assess student progress. As demonstrated in the grid on page 10, every component of this program uses various forms of authentic assessment procedures to evaluate student performance in direct interaction with students of Spanish.

As students progress through the program, they are required to develop a set of interrelated portfolios which will culminate in the new teacher portfolio developed during student teaching. As part of their course work, students will produce the following portfolios and activities to document their mastery of the new teacher standards:

- Assessment of student portfolios after competing SPA 300 and 499C.
- Intermediate High, Advanced or better level of proficiency in the target language in the departmental Exit Examinations (Listening, Speaking, Reading, Writing Skills; Culture and Civilization; Grammar; Literature competencies).
- Curriculum and Instructional Design in SPA 405.
- Instruction and classroom management in SPA 405.

2 Program Evaluation:

In addition to regular course examinations, quizzes, compositions or term papers required, the Spanish program will use external means of assessment, such as Praxis II results, successful completion of Teacher Internship experience, job placement, scholarships or grants received, interviews with graduates, student and alumni surveys, etc. (See chart on next page).

Matrix 12 RELATIONSHIP OF ON-GOING ASSESSMENT STRATEGIES TO COURSES IN SPANISH PROGRAM

ASSESSMENT STRATEGIES	RELATIONSHIP OF ON-GOING ASSESSMENT STRATEGIES TO COURSES IN SPANISH PROGRAM										
	SPA 101	SPA 102	SPA 201	SPA 202	SPA 300	SPA 301 or 302	SPA 305*	SPA 303 OR 304	SPA 401 or 402	SPA 405	SPA 499 C *
TESTS & QUIZZES	X	X	X	X	X	X	X	X	X	X	X
STUDENT COMPOSITIONS			X	X	X						X
STUDENT SUMMARIES		X	X	X	X	X			X	X	X
STUDENT TERM PAPERS						X		X	X		X
STUDENT PRESENTATIONS				X		X	X	X	X	X	X
EXIT EXAMINATIONS											X
MID POINT PROF. EXAMS					X			X			
OBSERVATION REPORTS										X	X
SELF EVAL. OF TEACHING										X	
EVALS. OF TEACHING										X	
MICRO TEACHING										X	
DEVEL. OF LESSON PLANS										X	
ENGAG. IN PEER TEACHING	X	X	X	X	X	X	X	X	X	X	X
TEACHING OBSERVATION										X	
GROUP PROJECTS					X		X			X	X
COOPERATIVE STRATEGIES	X	X	X	X	X	X	X	X	X	X	X
FIELD EXPERIENCES	X	X	X	X	X	X	X	X	X	X	X
NEW TEACH. PORTF. COMPONENTS	X	X	X	X	X	X	X	X	X	X	X
ACTIVITY PLANNING	X	X	X	X	X	X	X	X	X	X	X
EFFECTIVE USE/TECHNOLOGY	X	X	X	X	X	X	X	X	X	X	X
DEVEL. ASSESSMENT REPORTS					X			X		X	X

5. SPANISH PROGRAM FACULTY

Name	Highest Degree	Area of Specialization	Responsibilities in the Program	Full-time MSU Part time program
Vicente Cano	PhD in Romance Languages (emphasis on Spanish)	Peninsular Spanish Literature (and Culture)	Teaching SPA 405, Linguistics and Language Teaching	X
Eugene B. Hastings	PhD in Romance Languages (emphasis on Spanish)	Peninsular Spanish Literature (and Culture)	Teaching SPA 405, Linguistics and Language Teaching	X

Secondary Professional Education Core Course Faculty

Faculty <i>NAME</i>	Highest Degree	Area of Specialization	Professional Core Program Responsibilities	Full-time MSU Full-time Program	Full-time MSU Part-time Program	Part-time MSU – Part-Time Program
Karen Hammons	MA	Curriculum	EDF 207	ERSE		
Paul McGhee	Ph.D.	Educational Administration	EDF 207		ERSE/ LSE	
Anna Pennell	Ph.D.	Critical Theory	EDF 207	ERSE		
Wayne Willis	Ph.D.	Foundations of Education	EDF 207		ERSE	
Lola Aagaard-Boram	Ph.D.	Foundations of Education	EDF 211	LSE		
Beverly Klecker	Ph.D.	Educational Psychology	EDF 311	LSE		
Ron Skidmore	Ph.D.	Educational Psychology	EDF 211 EDF 311	LSE		
Lesia Lennex	Ed.D	Educational Technology	EDSE 312	LSE		
Edith		Special				

Lombardo	Ed.D	Education	EDSE 332	ERSE		
Timothy Thomas	Ph.D.	Curriculum Instruction	EDSE 333	LSE		
			EDSE 499c			
			EDSE 416			

* Teaching assignments for EDSE 499c, The Teacher in Today's School and EDSE 416, Student Teaching are program specific.

Matrix 13 CHECKSHEET FOR BACHELOR OF ARTS IN SPANISH

P-12 Spanish Certification

Morehead State University

Student Name _____

Teacher Certification Program Selected _____

Bachelor's Degree _____ Major _____

Date of the Program Entrance and Design Interview _____ / _____ / _____
Date Month Year

EVIDENCE OF DOCUMENTING THE FOLLOWING:

- UG GPA 2.50 or better
- ACT 21
- TEP Portfolio Complete (writing and disposition assessment)
- Self-Analysis Piece
- Passing Score on PRAXIS Exams (Specialty Area & Principles of Learning and Teaching Tests)
- Other _____

List of Candidate's Strengths

Content Area

List of Candidate's Weaknesses

Content Area

Pedagogy/Teaching

Pedagogy/Teaching

Professional Education

Professional Education

PROGRAM REQUIREMENTS:

I. Professional Education 16 credit hours

Complete the following (check mark)

- EDF 201 - Foundations of Education (3 cr.) _____
- EDF 211 - Human Growth and Development (3 cr.) _____
- EDF 311 - Learning Theories in the Classroom (3 cr.) _____
- EDSE 313 - Educational Methods and Technologies (3 cr.) _____

EDSP 332 - Teaching the Exceptional Student (2 cr.) _____

EDSE 332 - Clinical and Field Experiences (2 cr.) _____

General Education Course 3 credit hours

PSY 154 - Introduction to Psychology _____

Computer Expertise Course* 3 credit hours

(*Students may demonstrate the expertise by completing at least one of the following:

- 1. **CIS 101** – Computers for Learning or
EDUC 222 – Computing Tools for Educators
- 2. **CLEP** Education (available in the University Testing Center)
- 3. A computer workshop taken for college credit.

Total Hours Completed I: _____

II. Professional Semester 14 credit hours

EDSE 499C - Teacher in Today's School (2 cr.) _____

EDSE 416 – Student Teaching (14 cr.) _____

Total Hours Completed II: _____

III. Content Area Studies 36 credit hours

SPA 101 - Spanish Lang. and Culture I (3 cr.) _____

SPA 102 - Spanish Lang. and Culture II (3 cr.) _____

SPA 201 - Intermediate Spanish I (3 cr.) _____
SPA 202 - Intermediate Spanish II (3 cr.) _____
SPA 300 - Spanish Grammar and Comp. (3 cr.) _____

Spanish Literature (6 cr.): Elect one 300 and one

400 level course from:
SPA 301 Survey of SPA Lit. (3 cr.) _____
SPA 302 Survey of SPA Amer. Lit. (3 cr.) _____
SPA 401 Masterpieces of SPA Lit. (3 cr.) _____
SPA 402 Masterpieces of SPA Amer. Lit. (3 cr.) _____
SPA 405 Linguistics and Lang. Teaching (3 cr.) _____
SPA 499C Senior Sem. in Spanish* (3 cr.) _____

(*General Education Course)

Approved 300-500 electives (9 cr.):

SPA _____ (3 cr.) _____
SPA _____ (3 cr.) _____
SPA _____ (3 cr.) _____
Total Hours Completed III: _____

IV. General Education Courses * 48 credit hours

(*For courses satisfying each of the areas please consult the appropriate *Undergraduate Catalog* and year)

A. Required Core (15 hours)	Courses satisfying this requirement
• Writing I (100 level) (3 cr.)	_____
• Oral Communication (100 level) (3 cr.)	_____
• Math Reasoning (100 level) (3 cr.)	_____
• Computer Competence (3 cr.)	_____
• Writing 2 + Area Studies (200 level) (3 cr.)	_____
B. Area Studies (30 hours)	
• Humanities (9 hours) (3 cr.)	_____
	(3 cr.) _____
	(3 cr.) _____
• Natural and Math. Sciences (9 hours) (3 cr.)	_____
	(3 cr.) _____
	(3 cr.) _____
• Social and Behav. Sciences (9 hours) (3 cr.)	_____
	(3 cr.) _____
	(3 cr.) _____
• Practical Living (3 hours) (3 cr.)	_____
C. Integrative Component (3 hours) (3 cr.)	_____

Total Gen Ed. Hours completed:

Total Hours Completed (IV): _____

Total Program Hours Completed (I, II, III, IV): _____

EXIT STATUS:

GPA (2.50 or better) _____
 Minimum of 128 hours _____
 43 hours of upper division courses _____
 36 hours of Spanish content courses _____
 Minor completed in another area _____
 Departmental Exit Exam completed in SPA 499C _____
 Successful completion of PRAXIS Exams (Specialty Area & Principles of Learning and Teaching) _____
 Successful completion of Supervised Teaching courses/experiences _____
 Successful completion of exit portfolio _____
 Successful completion of disposition assessment _____

SIGNATURE SECTION

Student's Signature _____ Date/Month/Year _____
 Education Coordinator/Designee _____ Date/Month/Year _____
 Academic Department Chair/Designee _____ Date/Month/Year _____

A copy of this completed checksheet to be sent to: 1) Undergraduate Dean's Office, and 2) Advisor

Advisor's name: _____
 Campus Location _____
 Phone/e-mail _____

APPENDIX A

ASSESSMENT REPORT MOREHEAD STATE UNIVERSITY

Spanish

(Instructional Degree Program)

A.B

(Degree level)

2001-02

(Assessment period covered)

Oct. 11, 2002

(Date submitted)

1) FIRST INTENDED LEARNER OUTCOME:

ACTFL Intermediate High Level of Proficiency in the Four Skills (listening, reading, speaking and writing)

FIRST MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Seniors who are majors or minors in Spanish will be given an examination containing questions to test their proficiency in the four skills. The average score on the examination in each of the four skills should be at least 75% at the Intermediate-High level.

SUMMARY OF DATA COLLECTED:

No data were collected at this time since we are at the beginning of the assessment period. The next assessment will be done in Dec. 2002 when five seniors will take the Spanish Exit Exam. There were only three Spanish minors who graduated since last assessment period.

SECOND MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Students who complete a teaching major should be able to score a passing grade in the PRAXIS II Exam. Students interested in pursuing graduate work in Spanish should be able to gain acceptance into Graduate School.

SUMMARY OF DATA COLLECTED:

No students took the PRAXIS Exam during the current assessed period.

USE OF RESULTS TO IMPROVE PROGRAM (from previous assessment):

A Mid-Point Exam for both minors and majors is being developed this semester. A survey of graduates was administered to recent graduates to ascertain their perceived progress towards proficiency. Some of the suggestions mentioned for improving the Spanish program and curricula have already taken place, others are in progress. A course designed to improve on the students' command of sounds (listening), entitled Explorations in Hispanic Film Analysis was approved by the Undergraduate Curriculum Committee and is being taught this semester (Fall 2002). The Spanish program is also currently working on adding to the Spanish curriculum an Explorations in Literary Analysis course. And as a result of the graduate survey, Advanced Grammar and Conversation course will be developed in the Spring 2003. When these two courses are implemented, the careful revision of the Spanish program will be completed and an Area of Concentration will be proposed, which will strengthen the students preparation for the PRAXIS Exam and for graduate school. Another survey recommendation, closer relationship with the School of Education, is in progress thanks to Dean Michael Seelig who instituted periodical meetings between the Caudill College of Humanities Teacher Ed. faculty and Education faculty. At these meetings issues of common interested are discussed.

2) SECOND INTENDED LEARNER OUTCOME:

Familiarity with some of the most important works or trends of Spanish and Spanish American Literature and capacity to analyze Hispanic literary passages

FIRST MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Seniors who are majors in Spanish will present a portfolio containing papers on cultural, current events, and literary aspects. The average score should be at least 80% grammatically correct, i.e. the Intermediate-High level of writing proficiency.

SUMMARY OF DATA COLLECTED:

No data were collected at this time since we are at the beginning of the assessment period.

SECOND MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Students who complete a teaching major should be able to score a passing grade in the PRAXIS II Exam. Students interested in pursuing graduate work in Spanish should be able to gain acceptance into Graduate School.

SUMMARY OF DATA COLLECTED:

No data were collected at this time since we are at the beginning of the assessment period.

USE OF RESULTS TO IMPROVE PROGRAM (from previous assessment):

See statement on page 2 under **USE OF RESULTS TO IMPROVE PROGRAM** for **FIRST INTENDED LEARNER OUTCOME**.

3) THIRD INTENDED LEARNER OUTCOME:

Familiarity with significant aspects of the culture and civilization of the Hispanic world.

FIRST MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Seniors who are majors in Spanish will be given an examination containing questions designed to test their knowledge of Hispanic culture. The average score on the examination should be at least at the 75th percentile.

SUMMARY OF DATA COLLECTED:

No data were collected at this time since we are at the beginning of the assessment period.

SECOND MEANS OF ASSESSMENT FOR OUTCOME SPECIFIED ABOVE:

Students who complete a teaching major should be able to score a passing grade in the PRAXIS II Exam. Students interested in pursuing graduate work in Spanish should be able to gain acceptance into Graduate School.

SUMMARY OF DATA COLLECTED:

No data were collected at this time since we are at the beginning of the assessment period.

USE OF RESULTS TO IMPROVE PROGRAM (from previous assessment):

See statement on page 2 under **USE OF RESULTS TO IMPROVE PROGRAM for FIRST INTENDED LEARNER OUTCOME.**

4) FORTH INTENDED LEARNER OUTCOME:

A good command of Spanish grammatical structures.

FIRST MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Seniors who are majors in Spanish will be given an examination containing questions designed to test their knowledge of grammar. The average score on the examination should be at least at the 75th percentile.

SUMMARY OF DATA COLLECTED:

No data were collected at this time since we are at the beginning of the assessment period. The last assessment was done in July 2001.

SECOND MEANS OF ASSESSMENT FOR OUTCOME IDENTIFIED ABOVE:

Students who complete a teaching major should be able to score a passing grade in the PRAXIS II Exam. Students interested in pursuing graduate work in Spanish should be able to gain acceptance into Graduate School.

USE OF RESULTS TO IMPROVE PROGRAM (from previous assessment):

See statement on page 2 under **USE OF RESULTS TO IMPROVE PROGRAM**
for **FIRST INTENDED LEARNER OUTCOME.**