

Rule 24 Matrix
Table of Alignment of Standards and Assessments

Endorsement: World Language
Total Hours Required by Rule 24: 30

Grade Levels: 7-12
Program Hours Required by Institution: 30-36

Endorsement Type: Subject
Name of Institution: Concordia University, Nebraska

Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

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006.71D Certification Endorsement Requirements:							
Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the world language for either the K-8 or 7-12 endorsement. Those candidates seeking a K-12 endorsement must complete coursework and clinical experiences which address elementary and secondary levels. 006.72D1 Upon successful completion of the Official American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Official ACTFL Writing Proficiency Test (WPT) at the Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean, the Nebraska teacher education institutions may waive up to 15 hours of the 30 hours required in the world language.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Span 201 Intermediate Spanish I (3)	Daily assignments, exams, compositions, conversations		x		x	x	
Span 202 Intermediate Spanish II (3)	Daily assignments, exams, compositions, exams		x		x	x	
Span 203 Intensive Conversation (3)	Conversations, exams		x		x		
Span 204 Intensive Composition (3)	Conversations, exams		x		x		
Span 321 Spanish Civilization (3) and/or	Exams, compositions, presentations		x		x		
Span 331 Latin American Civilization (3)	Exams, compositions, presentations		x		x		
Span 341 Introduction to Hispanic Literature (3)	Exams, compositions	Capstone course	x		x	x	
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions	Capstone course	x		x	x	
Spanish electives (6-12)			x		x		
Educ 367 Methods of Modern Languages (2)	Lesson plans			x	x	x	x
Educ 385 Student Teaching	Lesson plans and presentations	Student teaching		x	x	x	x

Standard/Description		Candidate proficiencies
A. Demonstrate Advanced-Low level of proficiency on the ACTFL scale in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level of proficiency on the ACTFL scale for Arabic, Chinese, Japanese, and/or Korean;		
1. French, German, Hebrew, Italian, Portuguese, Russian, and Spanish candidates are able to:		
a. Participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work, current, public, and personal interest; narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; combine and link sentences into connected discourse of paragraph length; handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; and be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement;		
2. Arabic, Chinese, Japanese, and Korean candidates are able to:		
a. handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; handle the tasks pertaining to the Advanced level, but performance of these tasks will exhibit one or more		

<p>features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; and be generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.</p> <p>3. Candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message;</p> <p>4. For readers of target languages that use a Roman alphabet, including classical languages (Latin and Greek), candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text;</p> <p>5. For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s);</p> <p>6. Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extra linguistic support as needed to facilitate audience comprehension (e.g., visuals);</p> <p>7. For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale. They are able to write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; combine sentences in texts of paragraph length; incorporate a limited number of cohesive devices; writing demonstrates control of simple target-language sentence structures and partial control of more complex syntactic structures; and writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text;</p> <p>8. For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale. They meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; and writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur;</p> <p>9. Candidates maintain and enhance proficiency by interacting in the target language outside of the classroom, reading, and using technology to access target language communities;</p>							
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)	Daily assignments, exams, compositions, conversations		x		x	x	
Span 202 Intermediate Spanish II (3)			x		x	x	
Span 203 Intensive Conversation (3)			x		x		
Span 204 Intensive Composition (3)			x		x		
Span 321 Spanish Civilization (3) and/or			x		x		
Span 331 Latin American Civilization (3)			x		x		
Span 341 Introduction to Hispanic Literature (3)	Exams, compositions	Capstone course	x		x		
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions	Capstone course	x		x		
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans	Student teaching		x			
Educ 385 Student Teaching	Lesson plans and presentations			x		x	x

<u>Standard/Descriptionx</u>							
B. Demonstrate knowledge of linguistic elements of the target language system and recognize the changing nature of language;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)	Daily assignments, exams, compositions, conversations		x		x	x	
Span 202 Intermediate Spanish II (3)			x		x	x	
Span 203 Intensive Conversation (3)			x		x		

Span 204 Intensive Composition (3)	Conversations, exams		x		x		
Span 321 Spanish Civilization (3) and/or	Exams, compositions, presentations		x		x		
Span 331 Latin American Civilization (3)	Exams, compositions, presentations	Capstone course	x		x		
Span 341 Introduction to Hispanic Literature (3)	Exams, compositions	Capstone course	x		x		
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions		x		x		
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans	Student teaching		x			x
Educ 385 Student Teaching	Lesson plans and presentations			x		x	x

Standard/Description							
C. Describe the similarities and differences between the target language and other languages, and identify the key differences between the varieties of the target language;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)	Daily assignments, exams, compositions, conversations		x				
Span 202 Intermediate Spanish II (3)	Daily assignments, exams, compositions, exams		x				
Span 203 Intensive Conversation (3)	Conversations, exams		x		x		
Span 204 Intensive Composition (3)	Conversations, exams		x		x		
Span 321 Spanish Civilization (3) and/or	Exams, compositions, presentations		x		x		
Span 331 Latin American Civilization (3)	Exams, compositions, presentations	Capstone course	x		x		
Span 341 Introduction to Hispanic Literature (3)	Exams, compositions	Capstone course	x		x		
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions		x		x		
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans						x
Educ 385 Student Teaching	Lesson plans and presentations	Student teaching					x

Standard/Description							
D. Describe the connections among the perspectives of culture and its practices and products, and integrate the cultural framework for world/foreign language standards into instructional practices;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)	Conversations, exams		x		x		
Span 204 Intensive Composition (3)	Conversations, exams		x		x		
Span 321 Spanish Civilization (3) and/or	Exams, compositions, presentations		x		x		
Span 331 Latin American Civilization (3)	Exams, compositions, presentations		x		x		
Span 341 Introduction to Hispanic Literature (3)	Exams, compositions		x		x		
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions		x		x		
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans			x		x	x
Educ 385 Student Teaching	Lesson plans and	Student teaching		x		x	x

	presentations						
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Standard/Description							
E. Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)	Daily assignments, exams, compositions, conversations		x		x		
Span 202 Intermediate Spanish II (3)	Daily assignments, exams, compositions, exams		x		x		
Span 203 Intensive Conversation (3)	Conversations, exams		x		x		
Span 204 Intensive Composition (3)	Conversations, exams		x		x		
Span 321 Spanish Civilization (3) and/or	Exams, compositions, presentations		x		x		
Span 331 Latin American Civilization (3)	Exams, compositions, presentations	Capstone course	x		x		
Span 341 Introduction to Hispanic Literature (3)	Exams, compositions	Capstone course	x		x		
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions		x		x		
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans	Student teaching		x		X	x
Educ 385 Student Teaching	Lesson plans and presentations			x		X	x

Standard/Description							
F. Integrate knowledge of other disciplines into world/foreign language instruction and identify distinctive viewpoints accessible only through the target language;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)	Exams, compositions, presentations	Capstone course Capstone course					
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or			x		x		
Span 331 Latin American Civilization (3)			x		x		
Span 341 Introduction to Hispanic Literature (3)			x		x		
Span 342 Analysis of Hispanic Literature (3)	Exams, compositions, presentations						
Spanish electives (6-12)	Exams, compositions, presentations		x		x		
Educ 367 Methods of Modern Languages (2)							
Educ 385 Student Teaching							

Standard/Description							
G. Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive, engaging, and active learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							

Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans, papers		x	x	x	x	x
Educ 385 Student Teaching	Lesson plans		x	x	x	x	x

Standard/Description							
H. Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners, including activities that promote critical thinking and problem-solving skills;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans		x	x	x	x	x
Educ 385 Student Teaching	Lesson plans	student teaching	x	x	x	x	x

Standard/Description							
I. Demonstrate an understanding of national, state and local standards, and integrate them into curricular planning;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							

Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching	Lesson plans, papers Lesson plans	student teaching	x x	x x	x x	x x	x x
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<u>Standard/Description</u>							
J. Integrate national, state, and local standards into language instruction;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3) Span 202 Intermediate Spanish II (3) Span 203 Intensive Conversation (3) Span 204 Intensive Composition (3) Span 321 Spanish Civilization (3) and/or Span 331 Latin American Civilization (3) Span 341 Introduction to Hispanic Literature (3) Span 342 Analysis of Hispanic Literature (3) Spanish electives (6-12) Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching	 Lesson plans, papers Lesson plans	 student teaching	 x x	 x x	 x x	 x x	 x x

<u>Standard/Description</u>							
K. Use standards and curricular goals to evaluate, select, design, and adapt instructional resources;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3) Span 202 Intermediate Spanish II (3) Span 203 Intensive Conversation (3) Span 204 Intensive Composition (3) Span 321 Spanish Civilization (3) and/or Span 331 Latin American Civilization (3) Span 341 Introduction to Hispanic Literature (3) Span 342 Analysis of Hispanic Literature (3) Spanish electives (6-12) Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching	 Lesson plans, papers Lesson plans	 student teaching	 x x	 x x	 x x	 x x	 x x

<u>Standard/Description</u>							
L. Demonstrate an understanding of the value of ongoing assessment, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							

Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans, papers		x	x	x	x	x
Educ 385 Student Teaching	Lesson plans	student teaching	x	x	x	x	x

Standard/Description							
M. Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans, papers		x	x	x	x	x
Educ 385 Student Teaching	Lesson plans	student teaching	x	x	x	x	x

Standard/Description							
N. Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							

Spanish electives (6-12) Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching	Lesson plans, papers Lesson plans	student teaching	x x	x x	x x	x x	x x
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Standard/Description							
O. Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on instructional practices, including the use of technology;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3) Span 202 Intermediate Spanish II (3) Span 203 Intensive Conversation (3) Span 204 Intensive Composition (3) Span 321 Spanish Civilization (3) and/or Span 331 Latin American Civilization (3) Span 341 Introduction to Hispanic Literature (3) Span 342 Analysis of Hispanic Literature (3) Spanish electives (6-12) Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching	 Lesson plans, papers Lesson plans	 student teaching	 x x	 x x	 x x	 x x	 x x

Standard/Description							
P. Describe the value of world/foreign language learning to the overall success of all students and describe the ways in which world/foreign language teachers are advocates of the field with students, colleagues, and members of the community;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3) Span 202 Intermediate Spanish II (3) Span 203 Intensive Conversation (3) Span 204 Intensive Composition (3) Span 321 Spanish Civilization (3) and/or Span 331 Latin American Civilization (3) Span 341 Introduction to Hispanic Literature (3) Span 342 Analysis of Hispanic Literature (3) Spanish electives (6-12) Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching	 Lesson plans, papers Lesson plans	 student teaching	 x x	 x x	 x x	 x x	 x x

Standard/Description							
Q. Work with families, other professionals, and diverse communities, including the ability to foster relationships and collaborative skills with families, colleagues, and community agencies to support world/foreign language acquisition;			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content	Pedagogical	Skills	Disposition	P-12 Learning

			Knowledge	Knowledge			
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans, papers		x	x	x	x	x
Educ 385 Student Teaching	Lesson plans	student teaching	x	x	x	x	x

Standard/Description							
R. Field and Clinical Experiences: The program should provide applicants with opportunities to observe and participate in a variety of settings (e.g., public, and/or private school classrooms, community agencies, and/or businesses) where world/foreign language instruction is occurring or the applicant is engaged in utilization of the target language.			Candidate proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							
Span 204 Intensive Composition (3)							
Span 321 Spanish Civilization (3) and/or							
Span 331 Latin American Civilization (3)							
Span 341 Introduction to Hispanic Literature (3)							
Span 342 Analysis of Hispanic Literature (3)							
Spanish electives (6-12)							
Educ 367 Methods of Modern Languages (2)	Lesson plans, papers		x	x	x	x	x
Educ 385 Student Teaching	Lesson plans	student teaching	x	x	x	x	x

Standard/Description							
S. For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to:			Candidate proficiencies				
1. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels;							
2. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels;							
3. Engage in field and clinical experiences at both elementary and secondary school levels							
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Disposition	P-12 Learning
Span 201 Intermediate Spanish I (3)							
Span 202 Intermediate Spanish II (3)							
Span 203 Intensive Conversation (3)							

Span 204 Intensive Composition (3) Span 321 Spanish Civilization (3) and/or Span 331 Latin American Civilization (3) Span 341 Introduction to Hispanic Literature (3) Span 342 Analysis of Hispanic Literature (3) Spanish electives (6-12) Educ 367 Methods of Modern Languages (2) Educ 385 Student Teaching							
	Lesson plans, papers Lesson plans	student teaching	x x	x x	x x	x x	x x