

## Program Description

### **Graduate Certificate in Spanish**

To be offered by Indiana University as a collaborative program at multiple campuses

#### **1. Characteristics of the Program**

- a. Campus(es) Offering Program – Collaborative Degree Shared by  
Indiana University Bloomington  
Indiana University East  
IUPUI  
Indiana University Kokomo  
Indiana University Northwest  
Indiana University South Bend  
Indiana University Southeast
- b. Scope of Delivery: Statewide
  - a. Mode of Delivery: 100% Online
  - b. Other Delivery Aspects: none
- c. Academic Unit(s) Offering Program by campus:  
Indiana University Bloomington, College of Arts and Sciences  
Indiana University East, School of Humanities and Social Sciences  
IUPUI, School of Liberal Arts  
Indiana University Kokomo, School of Humanities and Social Sciences  
Indiana University Northwest, College of Arts and Sciences  
Indiana University South Bend, College of Liberal Arts and Sciences  
Indiana University Southeast, School of Arts and Letters

#### **2. Rationale for the Program**

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
  - Why is the institution proposing this program?

This collaborative online certificate will help teachers across the state and county to meet the 2015 Higher Learning Commission's faculty qualification standards for dual-credit instruction by providing a rigorous program of study that develops language proficiency, cultural fluency and professional competence in Spanish for students who are interested in pursuing careers in teaching Spanish in K-12 settings as well as existing dual-credit Spanish instructors.

- How is it consistent with the mission of the institution?

Following the charge of [Indiana University's Mission Statement](#), the collaborative graduate certificate in Spanish will meet student demand by pooling instructional capacity between campuses to provide sufficient enrollment to offer specialized, innovative online courses in Spanish. The program will grow student enrollment and generate new tuition revenue by reaching out to a student audience who require graduate level professional work in order to teach dual credit high school or community college classes, but who do not have the availability to enroll in IU's residential/face-to-face programs.

- How does this program fit into the institution's strategic and/or academic plan?

This graduate certificate in Spanish answers the charge of the [Indiana University Bicentennial Strategic Plan](#) to provide an excellent education that promotes retention and completion through innovative online instruction that accommodates the work schedules and family demands of working Hoosiers.

IU is a public university in a deep sense; it exists to benefit all the people of the state, and the world beyond, and has a charge to continue its long tradition of engagement in the economic, social, environmental, and cultural life of all Hoosiers. This charge applies to all IU campuses, and it has special significance for the regional campuses. These campuses' communities and regions rely on their respective campuses for undergraduate and professional education that addresses regional needs.

This degree is proposed as a collaborative degree program to be delivered by seven IU campuses—Bloomington, East, IUPUI, Kokomo, Northwest, South Bend and Southeast. By design, this collaborative program provides efficiencies of scale while respecting the unique characteristics of the participating campuses as they shape their campus-based, face-to-face programs.

- How does this program build upon the strengths of the institution?

The [Indiana University Bicentennial Strategic Plan](#) identifies the integration of new educational technologies and collaborative platforms in the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of Indiana. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses and the expertise of IU faculty.

*See Appendix 1 for web addresses to the following documents:*

- [Indiana University's Mission Statement](#)
- [Indiana University Bicentennial Strategic Plan](#)
- [IU Online: A Collaborative Model for Online Education at Indiana University](#)

#### b. State Rationale

- How does this program address state priorities as reflected in the ICHE's 2020 strategic plan [Reaching Higher in a State of Change: Indiana's Agenda for Higher Education](#)?

The proposed collaborative graduate certificate in Spanish will address each of the three goals cited in *Reaching Higher in a State of Change: Indiana's Agenda for Higher Education*.

- I. Completion—The collaborative online format of the graduate certificate in Spanish will reduce the barriers to graduation that impede many face-to-face students in their progress to degree, such as
  - a. Conflicts between work and school schedules (addressed by asynchronous course structures);
  - b. Flexibility in terms of course load across fall, spring, and summer offerings, and
  - c. Increased frequency of individual course-offerings (increased focus on academic year as 12-month cycle facilitates students who spread enrollment across all three terms).

The online program will expedite students' access to the required graduate level professional development which will, in turn, provide increased access to college level credit in Spanish for Indiana secondary students.

- II. Equity—The collaborative model for IU's graduate certificate in Spanish brings together the collective expertise of Indiana University faculty and seven Indiana University campuses and incorporates the latest evidence-based research and technological innovation to improve student learning. This educational model aligns with the Indiana Commission for Higher Education's goal to provide more Hoosiers access to affordable, flexible opportunities for education. IU Online's collaborative partnership model leverages the diverse expertise and resources of campuses to support student success from the admissions/recruitment phase through an orientation to online learning, academic supports such as online math and writing tutoring, success coaching, financial and career services. In this hybrid program, these online wrap-around support services promote the goal of helping more students obtain educational opportunity.
- III. Talent—Indiana's need for faculty who are qualified to teach dual-credit Spanish is expected to continue to grow due to the increase in the number of high school students requesting access to dual-credit coursework. This connects with the Commission's goal of working with local communities to make teacher recruitment and retention a priority, especially in rural areas of the state.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

This collaborative online certificate will help teachers across the state and county to meet the 2015 Higher Learning Commission's faculty qualification standards for dual-credit instruction. This partnership, in turn, strengthens IU's relationships with school districts in communities across Indiana and the surrounding region as they provide students with an increasing number of dual-credit courses in the effort to boost college-attendance and timely completion of degrees.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

While the graduate certificate's Spanish coursework will prepare students for admission to a wide variety of professional graduate programs, the majority of the students will

complete the certificate in order to update their teaching credentials to allow them to teach dual credit courses or to teach at a community college.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

Demand for secondary teachers and instructional coordinators with experience in Spanish instruction is projected above average nationally and well-above average in the state of Indiana through 2026.

*See Appendix 2 for Indiana and/or U.S. Department of Labor Data source data.*

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

IU's Advance College Project currently enrolls more than 1500 students in dual-credit Spanish courses taught by 65 affiliated instructors. Approximately half of these instructors will need to complete the Graduate Certificate in Spanish to meet Higher Learning Commission instructor qualification standards. IU ACP anticipates steady growth for its dual-credit Spanish classes, and they are working with school districts across the state to increase the number of course offerings and qualified instructors.

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

Appendix #3.1-3.2 contains recent Indiana job listings with a requirement of bilingual in Spanish skill posted in the summer 2020.

- Spanish teacher | Homestead Senior High School, MSD Southwest Allen County Schools
- Assistant Director of Admissions | Ivy Tech Community College, located in Indianapolis, IN

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

*See Appendix 4-Letters of Support—IU Advanced College Project Appendix for a support letter from Mike Beam, Assistant Vice President for School Partnership, Senior Assistant Vice Provost for Undergraduate Education*

### **3. Cost of and Support for the Program**

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

The faculty and staff required to deliver this degree are in place.

See Appendix 5 for Faculty and Staff, Detail

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

This program will not require any renovations or new space.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

No additional capital costs are required.

b. Support

i. Nature of Support (New, Existing, or Re-allocated)

- Summarize what reallocation of resources has taken place to support this program.

The Offices of Online Education (OOE) and Collaborative Academic Programs (OCAP) coordinate and support the delivery of IU's multi-campus online degrees. Campus-specific costs will be covered by existing resources.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

Not Applicable

ii. Special Fees above Baseline Tuition

IU Online charges a \$30 dollar per credit fee for online courses, which supports the online infrastructure and student services.

#### 4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible.

- See *CHE Appendix A: Similar Programs at Other Institutions*

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

- See *CHE Appendix B: Related Programs at the Proposing Institution*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

The following face-to-face programs would be competitors to this degree program:

- Michigan State University
- Illinois Wesleyan University
- John Carroll University
- Purdue University
- Ball State University

The following list includes highly ranked 100% online programs that could compete with this program:

- Arizona State University
- Auburn University
- Colorado State University
- Georgia State University
- Loyola University Chicago

c. Articulation of Associate/Baccalaureate Programs

Not applicable

d. Collaboration with Similar or Related Programs on Other Campuses

IU offers a Ph.D. in Spanish at the Bloomington campus, and a Master of Arts in the Teaching of Spanish at IUPUI. The Graduate Certificate in Spanish will serve a distinct population of active dual-credit instructors who need to meet the Higher Learning Commission's faculty qualification standards.

The program will coordinate course offerings and schedules to complement IUPUI's Master of Arts in the Teaching of Spanish, which is a well-established face-to-face program that serves students in the Indianapolis metropolitan area. As an 100% online program the Graduate Certificate in Spanish will provide an opportunity to pursue graduate coursework for Spanish teachers who would otherwise be unable to complete the IUPUI program.

## 5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

Working professionals will be able to complete the 18 credit-hour Graduate Certificate in Spanish with two years of consecutive enrollment.

See Appendix 6 for map and provisional course rotations.

b. Exceeding the Standard Expectation of Credit Hours

Not Applicable

c. Program Competencies or Learning Outcomes

Students earning the IU Online Graduate Certificate in Spanish will:

1. Increase their Spanish language competence.
2. Enhance intercultural competence to promote student engagement and understanding of the Hispanic world.
3. Use effective pedagogical strategies to serve a variety of learning populations including heritage speakers, adult students, etc.
4. Promote an understanding of Spanish as a world language as well as the linguistic and cultural diversity of Spanish in the U.S.
5. Incorporate insights gleaned from current research on second language acquisition and scholarship on effective foreign language instruction to improve student learning.
6. Design structured input and output activities by applying theory to classroom activities, such as communicative teaching, oral and grammar testing, learning and teaching grammar, listening comprehension, and writing.

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

***Student assessment***—the Faculty Committee of the Graduate certificate in Spanish will develop a primary trait rubric for each of the learning outcomes associated with program goals and post copies to Canvas Learning Management System (LMS). Each instructor in the program will evaluate at least one assignment using the rubric to assess how students in the course met its designated learning outcome. The steering committee will hold an annual meeting to review the course rubrics, evaluate the effectiveness of the overall curriculum, and consider how the curriculum can be improved

***End-of-course evaluations***—Prior to implementation, the Faculty Curriculum Committee will identify signature assessments and develop shared Canvas LMS grading rubrics to facilitate assessment. The Office of Collaborative Academic Programs, with the support of e-Learning Design Services, will develop and maintain a Canvas site where assessment data for the collaborative Graduate certificate in Spanish will be archived and made available to campus administration.

***Schedules for course review and revision***—Assessment data will be collected at the end of each semester, and the Curriculum Committee will review data on individual requirements and courses on an annual basis.

***Program review***—A full program-review based on assessment data will be conducted in the spring semester of the fourth year (following implementation) of the program and prior to the expiration of the current Memorandum of Agreement.

e. Licensure and Certification

Not applicable.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

Teaching, Instructional Coordinator, and School Administration

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

The graduate certificate in Spanish will prepare students to start an entry level career in a chosen professional field. While the target audience for the graduate certificate in Spanish are undergraduates, working adults, degree completers, transfer students, and returning adults, some students may enjoy the coursework and will pursue graduate work although this degree is not likely to produce significant numbers of graduate school applicants.

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

Not applicable

## **6. Projected Headcount and FTE Enrollments and Degrees Conferred**

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.





*Appendix 1: Institutional Rationale, Detail*

- Indiana University's 2014 Mission Statement is posted to the IU website at:  
<https://strategicplan.iu.edu/mission-values-vision/mission.html>
- Indiana University Bicentennial Strategic Plan posted to the IU website at:  
<https://strategicplan.iu.edu/plan/education.html>
- January 2016 IU Online: A Collaborative Model for Online Education at Indiana University posted to the IU website at:  
[https://teachingonline.iu.edu/about/staff/collaborative\\_model.html](https://teachingonline.iu.edu/about/staff/collaborative_model.html)

## Indiana and US Department of Labor Workforce Data

Quick Facts: High School Teachers	US National	Indiana
<b>2019 Annual Pay</b> (average)	\$61,666 per year	\$50,250
<b>Typical Entry-Level Education</b>	Bachelor’s degree, Master’s preferred.	Bachelor’s degree, Master’s preferred.
<b>On-the-job Training – Professional Development is required for licensure</b>	None	None
<b>Number of Jobs</b> US, 2018-2028   Indiana, 2016-2026	1,072,500	18,310
<b>Job Outlook</b> , US, 2018-2028   Indiana, 2016-2026	+4% (As fast as average)	+7%
<b>Projected Employment</b> US 2018-2028   Indiana, 2016-2026	1,110,600	19,500
<b>Projected Annual Job Openings</b> , US, 2018-2028   Indiana, 2016-2026	80,300	1,400

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, High School Teachers*, retrieved May 5, 2020. <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-9>

O\*NETOnline, *Summary Report for 25-2031-Secondary School Teachers, Except Special and Career/Technical Education*, retrieved May 5, 2020. <https://www.onetonline.org/link/summary/25-2031.00>

## Indiana and US Department of Labor Workforce Data – Instructional Coordinators

Quick Facts: Instructional Coordinators	US National	Indiana
2019 Annual Pay (average)	\$66,290 per year	\$55,750
Typical Entry-Level Education	Master’s degree/licensure	Master’s degree/licensure
Work Experience in a Related Occupation	Five years or more	Five years or more
On-the-job Training	None	None
Number of Jobs US, 2018-2028   Indiana, 2016-2026	181,600	1,760
Job Outlook, US, 2018-2028   Indiana, 2016-2026	+6% (Average)	+12%
Projected Employment US 2018-2028   Indiana, 2016-2026	193,000	1,970
Projected Annual Job Openings, US, 2018-2028   Indiana, 2016-2026	18,600	190

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Instructional Coordinators*, retrieved May 6, 2020. <https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm>

O\*NETOnline, *Summary Report for 251-9031.00-Instructional Coordinators*, retrieved May 6, 2020. <https://www.onetonline.org/link/summary/25-9031.00>

### Appendix 3.1 Job Listing #1 Spanish Teacher

Date Posted: 5/20/2020

Location: Homestead Senior High School, located in Fort Wayne, IN

Date Closing: 7/1/2020

#### *Job Summary:*

The ideal candidate will have the ability to create a learning environment that challenges students at all ability levels and encourages inquiry, collaboration, and creativity in the target language. Teachers will be required to integrate technology into classroom activities; differentiate instruction; effectively utilize formative and summative assessments; use data to inform instruction; etc. The candidate will prepare and implement lesson plans aligned with district curriculum maps and state standards for Spanish content areas.

#### *Job Requirements:*

- Certified teacher in the state of Indiana or Instructor acceptable to Higher Learning Commission.
- Ability and the desire to teach Dual Credit preferred. Spanish language major or minor required, with specific teaching assignment to be determined based on need.
- Preferred candidates will have the ability to teach different levels of Spanish based on need.
- Study abroad experience preferred.
- Excellent oral, written, and interpersonal communication skills.
- Ability to work in a team environment. Degree required in the area of specialty.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- Special consideration given to those with a master's degree in the content area.

Retrieved 12 June 2020, <https://doeonline.doe.in.gov/jobbank/search.aspx>

### Appendix 3.2 Job Listing #2 Spanish Teacher, Brebeuf Jesuit High School

Date Posted: 6/9/2020

Location: Indianapolis, IN

Date Closing: 9/9/2020

*General Description of Position:* The Spanish teacher position is a full-time teaching position with a start date of mid-August 2020. Duties include a full-time teaching load with five Spanish classes, levels 3 & 4 Honors, and other school duties as assigned. This position reports to the World Language Department Chair and Principal.

*Major Responsibilities: Expectation is 100% focus on customer service:*

- *Maintain a 90%+ Target language usage in the classroom, by both teacher and students*
- *Create an engaging and welcoming classroom environment that challenges and meets the needs of all students.*
- *Participate in a technology-rich teaching and learning environment, including 1:1 Bring Your Own Technology for all students.*
- *Flexibility to adjust to potential need for a virtual learning/hybrid environment.*
- *Collaborate with colleagues within and beyond one's academic department, as well as school counselors and other educators, in a collegial atmosphere to foster the "whole-person" development of every student.*
- *Actively and regularly engage parents in communication about student progress.*
- *Participate in individual, departmental and school-wide professional development that are supported by school funds.*
- *Participate in and support the religious life and the extracurricular life of the students and the school.*
- *Act as a personal example of those attributes to which we call our students (the "Grad at Grad"): open to growth, intellectually competent, loving, religious, and committed to promoting justice Demonstrate a strong customer service and/or student advocacy through a positive attitude of approachability, adaptability, strong problem-solving and desire to identify and support student success.*

*Qualifications:*

- Bachelor's Degree
- Sensitivity to and appreciation for diversity, with demonstrated ability to relate to individuals with compassion
- Ability to excel in a team environment
- Excellent writing, speaking and communication skills

*Preferred:*

- Bachelor's Degree in the teaching content area
- Indiana Teaching License in the content area
- Working knowledge of ACTFL standards and modes
- Master's Degree in the content area or related field
- Familiarity with Google Classroom, EdPuzzle, FlipGrid and other online classroom tools
- Working knowledge of the Society of Jesus and its role in education
- Desire to develop one's own faith and to bring it to bear in one's work as an educator

Retrieved 12 June 2020, <https://brebeuf.org/about/employment/job-openings/spanish-teacher-maternity-leave/>

*Appendix 4-Letters of Support—IU Advanced College Project*

January 24, 2020

To: Hitesh Kathuria, Assistant VP and Director of the Office of Collaborative Academic Programs  
Re: Graduate Certificate in Spanish

Dear Hitesh,

Recent clarifications to faculty credentialing expectations, as outlined in the Higher Learning Commission's Assumed Practices, jeopardize Indiana's efforts to make dual credit coursework widely and equitably available. Indiana has invested deeply into strengthening and expanding access to quality dual credit opportunities for students in every high school. The majority of high school teachers currently trained to offer dual credit courses do not possess all necessary academic qualifications (hundreds of teachers lack graduate degrees or graduate courses in the discipline). Without intervention, it is clear that many schools will no longer be able to provide dual credit opportunities; the deadline for compliance with HLC expectations is September 1, 2022 for dual credit instructors.

Most teachers do not have access locally to a college or university with significant graduate course offerings. In cases where location is not a barrier, on-campus course offerings are problematic due to the limited availability of the K-12 teacher during typical class hours. Online opportunities for both individual courses as well as degree programs are the only option for working teachers. In particular, courses in English and the Social Sciences are among the most widely offered dual credit courses.

Delivery of a Graduate Certificate in Spanish will provide access to teachers in all areas of the state, in a format conducive to participation. The ACP program provides courses to more than 15,000 students in 170 high schools in the state, collaborating with more than 550 teachers. ACP teachers are extremely interested in enrolling in the necessary coursework and IU is developing enrollment plans with each ACP teacher who does not currently meet HLC expectations. The proposed Graduate Certificate will allow ACP to retain significant numbers of Spanish teachers and provide them with a viable and meaningful pathway toward compliance.

I fully support the development of this certificate and am happy to provide additional information if desired.

With regards,

Mike Beam  
Assistant Vice-President for School Partnerships, University Academic Affairs, Indiana University

## *Appendix 5: Faculty and Staff, Detail*

### **Indiana University Bloomington**

K. Allen Davis, Ph.D., Senior Lecturer in Spanish

Manuel Díaz-Campos, Ph.D., Professor of Spanish and Portuguese

Laura Gurzynski, Ph.D., Associate Professor of Spanish and Portuguese

Jonathon Risner, Ph. D., Assistant Professor of Spanish and Portuguese

Erik Willis, Ph.D., Associate Professor of Spanish and Portuguese

### **Indiana University East**

Felix Burgos, Ph.D., Assistant Professor of Spanish, World Languages and Cultures

Dianne Money Penny, Ph.D., Associate Professor of Spanish

Julien Simon, Ph.D., Associate Professor of Spanish

### **Indiana University IUPUI**

Judith Carlstrand, Associate Faculty in Spanish for World Languages and Cultures

Josh Prada, Ph.D., Assistant Professor in Spanish Applied Linguistics for World Languages and Cultures

Rosa Tezanos-Pinto, Ph.D., Associate Professor of Spanish and Hispanic Studies

Iker Zulaica, Ph.D., Clinical Assistant Professor of Spanish and Spanish Linguistics

### **Indiana University Kokomo**

Christine Taff, M.A., Senior Lecturer in Spanish

### **Indiana University Northwest**

Adrian Garcia, Ph.D., Associate Professor,

Eva Mendieta, Ph.D., Professor

### **Indiana University South Bend**

Tammy Fong-Morgan, Ph.D., Associate Professor of Spanish

### **Indiana University Southeast**

Mindy Badía, Ph.D., Associate Professor of Spanish and International Studies



Appendix 6: Curriculum Map in graduate certificate in Spanish

Proposed Course Rotation and Build Plan Based on Campus Interests Outlined in MOA2						
Year	Term	Course	LO	Campus Teaching Interest	Campus of Instruction/ Instructor name	Scheduled for eDS Build
2021	Spr	SPAN-T 510 Second Language Acquisition for Spanish Instruction	Req. #1	BL/IN	IUB/Laura Gurzynski	Fall 20
	Spr	SPAN-T 550 Topics in Hispanic Studies	Req. #5	BL/EA/IN/KO /IN/NW/SB/SE		Fall 20
	Sum	SPAN-T 560 Hispanic Sociolinguistics	Req. #6	BL/IN	IUB/Diaz-Campos	Spring 21
	Sum	SPAN-T520 Spanish Writing and Grammar	Req. #2	BL/EA/IN/KO/ IN/NW/SB/SE	IUB/Allen Davis; EA/Burgos	Spring 21
	Sum	SPAN-T530 Spanish through Cultural Expressions	Req. #3	BL/EA/IN/KO /IN/NW/SB/SE	IN Judith Carlstrand; SE Badia	Spring 21
	Fall	SPAN-T540 Spanish Phonetics	Req. #4	BL/IN/NW	BL/Erik Willis	Summer 21
	Fall	SPAN- 510 Second Language Acquisition for Spanish Instruction	Req. #1	BL/IN	IN/ Josh Prada; BL/ Laura Gurzynski	
2022	Spr	SPAN-T560 Hispanic Sociolinguistics	Req. #6	BL/IN	BL/Diaz-Campos	
	Spr	SPAN-T520 Spanish Writing and Grammar	Req. #2	BL/EA/IN/KO/ IN/NW/SB/SE	NW/Eva Mendieta; EA Burgos	
	Sum	SPAN-T540 Spanish Phonetics	Req. #4	BL/IN/NW	BL/Erik Willis;	
	Sum	SPAN-T510 Second Language Acquisition for Spanish Instruction	Req. #1	BL/IN	IN/Prada; BL/Gurzynski	
	Sum	SPAN-T550 Topics in Hispanic Studies	Req. #5	BL/EA/IN/KO/ IN/NW/SB/SE	IN/ Tezanos-Pinto; SE Badia; EA Simon	
	Fall	SPAN-T560 Hispanic Sociolinguistics	Req. #6	BL/IN		
	Fall	SPAN-T530 Spanish through Cultural Expressions	Req. #3	BL/EA/IN/KO/ IN/NW/SB/SE	NW/Adrian Garcia; SB/Fong-Morgan; EA Money penny; KO/ Christine Taff	
2023	Spr	SPAN-T540 Spanish Phonetics	Req. #4	BL/IN/NW	BL/Erik Willis	
	Spr	SPAN-T510 Second Language Acquisition for Spanish Instruction	Req. #1	BL/IN	IN/Prada; BL/Gurzynski	
	Sum	SPAN-T550 Topics in Hispanic Studies	Req. #5	BL/EA/IN/KO/ IN/NW/SB/SE I	IN/ Brant; EA/ Burgos/ SE Badia	
	Sum	SPAN-T520 Spanish Writing and Grammar	Req. #2	BL/EA/IN/KO/ IN/NW/SB/SE	SB/Fong-Morgan; SE Badia; EA Burgos; KO Christine Taff; BL/Allen Davis	
	Sum	SPAN-T530 Spanish through Cultural Expressions	Req. #3	BL/EA/IN/KO/ IN/NW/SB/SE	IUB/Jonathan Risner; EA Simon	
	Fall	SPAN-T540 Spanish Phonetics	Req. #4	BL/IN/NW	IUB/Erik Willis; Zulaica IN	
	Fall	SPAN-T520 Spanish Writing and Grammar	Req. #2	BL/EA/IN/KO/ IN/NW/SB/SE	NW/Eva Mendieta	

CHE Appendix A: Similar Programs at Other Institutions.

CHE Appendix B: Related Programs at the Proposing Institution.