

Institutional Effectiveness Report

2021-2022

Program: Foreign Languages BA

College and Department: College of Arts & Sciences – Department of Foreign Languages

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Mission

The Department of Foreign Languages (DFL) is proud to offer foreign language courses, study abroad experiences, and co-curricular opportunities that prepare Tech graduates to compete in today's global marketplace. The major in foreign languages (with concentrations in French, German, or Spanish) cultivates foreign language proficiency and cultural understanding in our students to equip them for success in a wide variety of careers and for postgraduate studies. Students may also double major, earn a minor (in French, German, Spanish, or International Studies), or become an International Business and Cultures (IBAC) major, a joint degree between the College of Business and the College of Arts and Sciences. Through its teacher licensure program, the DFL also trains the next generation of foreign language teachers for K-12 classrooms across the state, region, and country.

Furthermore, the DFL offers numerous Culture and Civilization courses (taught in English) that support the intercultural education of TTU students. These courses allow students to fulfill Tech's general education: humanities elective while developing their analytic and presentational skills. Through our English as a Second Language (ESL) courses, the DFL supports Tech's diverse population of international students as they seek to attain sufficient linguistic competency in English in order to be successful in ENGL 1010 and subsequent coursework at Tennessee Tech. Furthermore, we organize symposia, film series, lectures, and cultural events in order to foster international awareness and cultural understanding within the Tech community.

The DFL is committed to developing, providing, and promoting study abroad experiences for majors and non-majors. Thanks to its FLST 1011 and 1013 courses, the DFL is a major support for all Tech students seeking to learn languages abroad that are not regularly offered at Tech.

The ongoing mission of the Department of Foreign Languages is to foster the multilingual proficiency, intercultural understanding, and professionalization of Tennessee Tech students through our foreign language courses, our culture and civilization courses, and the cultural activities that we offer to our stakeholders throughout the year. In this way, we directly support TTU's Tech Tomorrow Strategic Plan by:

- developing, providing, and promoting experiences that emphasize diversity and build global awareness (Goal 1 - Education for Life)
- implementing and continually improving our technologically infused instruction at all levels in order to enhance foreign language and cultural learning (Goal 2 - Innovation in All We Do)

- creating distinctive programs that aim to improve our students' marketability in today's multicultural environment in a manner that is increasingly effective and efficient (Goal 3 - Exceptional Stewardship, Goal 4 - Engagement for Impact).

Working in concert with the national World-Readiness Standards for Learning Languages of the American Council on the Teaching of Foreign Languages (ACTFL), the DFL strives to provide quality education to our Majors in foreign languages and to our non-Majors. Our program learning outcomes align closely with these standards and stipulate that our students will be able to communicate effectively in oral and written modes in the target language, interpret culturally authentic texts, and exhibit intercultural competency.

Program Goals

PG 1: The Department will recruit and retain sufficient majors to maintain an average of 10 graduates / year.

PG 2: The Department will increase the overall number of the foreign language majors studying abroad and ensure that all licensure students comply with the Tennessee Teacher Licensure requirement that they have "interactions with peoples from cultures where the target language is spoken."

90% of teaching licensure majors in a foreign language will participate in a study abroad / cultural immersion experience and 80% of foreign language majors (non-licensure) will participate in a study abroad / cultural immersion experience.

PG 3: The Department will meet the demand for culture and civilization courses offered in English to provide TTU students the opportunity to learn about other cultures and to also give them more general education humanities courses in which to enroll. These courses have the potential to draw more students into our foreign language courses.

The Department of Foreign Languages will offer at least 3 culture and civilization courses per year.

Student Learning Outcomes

SLO 1: By their senior year, foreign language majors will be able to demonstrate their proficiency at an Advanced-Low level minimum in the five goal areas as defined by the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Connections, Comparisons, and Communities. (Foreign Language Proficiency) More specifically, students demonstrate the ability to:

- Create comprehensible oral output (i.e., their thoughts, ideas, and opinions) in the target language (Advanced-Low level minimum as described by ACTFL)
- Create comprehensible written output (i.e., their thoughts, ideas, and opinions) in the target language (Advanced-Low level minimum as described by ACTFL)
- Analyze and evaluate authentic material in the target language in its written and spoken forms (Advanced-Low level minimum as described by ACTFL)

- Analyze, apply, and evaluate assumptions, concepts, and theories to provide valid responses, conclusions, or recommendations
- Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student
- Apply and justify the use of the language beyond a school setting, including in a professional setting

SLO 2: Senior foreign language majors will demonstrate their ability to research and analyze topics related to the target language and international culture under scrutiny using print, internet, audio, and other multimedia sources; organize materials into a coherent and well-written research paper in the target language with correct citations; and present the results of their research in the target language in a manner that is comprehensible and discipline appropriate. Students will also competently answer questions posed by their audience. (Research and Critical Thinking Skills)

Students will score 75% or better on the research paper and the oral presentation of the capstone course to meet this learning outcome.

SLO 3: Foreign language majors seeking teaching licensure will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

Assessment Methods

PG 1: Number of Graduates

Programs that graduate less than an average of 10 majors over a period of 5 years can be classified as low producing and risk elimination. Our aspirational target performance would be an average of 13 graduates over a 5-year period because that figure would indicate the growth and strength of our programs.

Threshold of acceptability:

- Target Performance: an average of 13 graduates over 5-year period
- Minimum Performance: an average of 8 graduates over 5-year period

The DFL tracks the number of majors each semester, where our current majors are in their academic pipeline, and the number of graduates each semester. This information is recorded in the annual departmental report, which is disseminated and discussed at the first department meeting each year. The faculty then use this report to brainstorm new recruitment and retention strategies for the academic year.

PG 2: Study Abroad/Cultural Immersion Programs

Tracking of students who study abroad or participate in some form of cultural immersion takes place each semester during advising. The Department documents students' study abroad status (completed, in progress, or planned) once or twice per year depending on whether their status has changed. All licensure students in foreign languages are strongly encouraged to study abroad and the foreign language majors are also highly encouraged to do so.

The Department's goal is to maintain an average of 80% of all foreign language majors and 90% of licensure students in foreign languages participating in a study abroad experience in each three-year cycle. Results are reported in the five-year Academic Audit report. Additionally, students comment on the effectiveness of their language learning experience, including study abroad, in a self-reflective essay in their electronic portfolios (capstone requirement) and in their exit interview with the departmental chair.

Threshold of acceptability (over three-year period)

- Target Performance: average of 80% of all foreign language majors, 90% of licensure students participating
- Minimum Performance: average of 50% of all foreign language majors, 60% of licensure students participating

The DFL annually tracks the study abroad experiences of our students, whether they are a foreign language major or pursuing teaching licensure, and records this information on a spread sheet that also indicates the progress of our majors while in the DFL. These trends allow us to more efficiently identify and advise students who are ready to study abroad.

PG 3: Culture and Civilization Courses

In 2014, the Provost's office expressed the need for more general education: fine arts/humanities courses to be offered to TTU students. As such, the department has made an effort to increase its the number of culture and civilization courses it offers to meet this need-- FLST 2520: The Cultures and Peoples of North Africa, FREN 2510: French Culture and Civilization, GERM 2520: German Culture and Civilization, SPAN 2510: Spanish Culture and Civilization, and SPAN 2550: Latin American Culture and Civilization. Significant efforts have also been made to create online and hybrid versions of these courses to meet student need.

Threshold of acceptability

- Target Performance: 5 cult/civ courses per year
- Minimum Performance: 2 cult/civ courses per year

SLOs 1 and 2: Foreign Language Proficiency and Research and Critical Thinking Skills

The Capstone Research Paper and/or Presentation for foreign language majors and the Teaching Licensure Senior Capstone presentation for Secondary Education majors pursuing licensure in a foreign language represent the culmination of the students’ program of study. The paper and presentation assess the students’ ability to write and speak in the target language at an appropriate level for graduate studies and for careers requiring language and cultural skills. Additionally, the Senior Capstone and the Teaching Licensure Senior Capstone courses assess their ability to analyze and think critically.

Threshold of acceptability

- Target Performance: 100% average of Capstone students scoring above 75 on presentation rubric
- Minimum Performance: 80% average of Capstone students scoring above 75 on presentation rubric

SLO 3: Teaching licensure

The edTPA is a performance-based, subject specific assessment that measures teaching-based skills related to planning, instruction, and assessment. Students in the foreign language program must complete the World Languages performance task. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

Threshold of acceptability

- Target Performance: The total mean score for licensure students taking the World Languages edTPA exceeds Tech’s cut score (AY 20/21=35)
- Minimum Performance: The total mean score for licensure students taking the World Languages edTPA is at least Tech’s cut score (AY 20/21=35)

Results

PG 1: Number of Graduates

Enrollments for Foreign Languages, Fall

	2017	2018	2019	2020	2021	Change 2017-2021
First Major	16	13	23	29	23	+7
First and Second Majors	44	40	47	38	37	-7

Foreign Language Degrees Conferred

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	5-year average
14	7	9	5	14	9.8

The five-year average is currently 9.8, which is above our minimum performance threshold of 8.

PG 2: Study Abroad/Cultural Immersion Programs

The following table lists the number of licensure students and the total number of all foreign language majors who have completed a study abroad experience, who have participated in a faculty-led trip, or who have taken part in a TNCIS (Tennessee Consortium for International Study) program.

Licensure Students

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Licensure Graduates	-	-	-	-	2
Number of Licensure Students Who Studied Abroad / Immersion Experience	-	-	-	-	0
Percentage of Licensure, Foreign Language Students Who Studied Abroad / Immersion	-	-	-	-	0%

The department did not meet its minimum threshold performance goal of 90% of licensure-seeking majors participating in study abroad opportunities for 2021-2022.

All Foreign Language Majors

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Foreign Language Graduates*	14	7	9	5	14
Number of FL Graduates Who Studied Abroad / Immersion	10	3	5	2	4
% of FL Graduates Who Studied Abroad / Immersion	71.4%	42.9%	55.6%	40%	28.5%

*Includes licensure and non-licensure students studying foreign languages

The department did not meet its minimum performance threshold of 50% of all foreign language majors during 2021-2022. The COVID-19 pandemic cancelled international exchanges between Spring 2020 and

Spring 2022. To be sure, Tech’s study abroad programs experienced a soft re-opening in the summer of 2021, but, given the on-going pandemic, it is unclear the extent to which our majors were aware of this re-opening. Moreover, it is unclear how seriously they might have considered participating in an international program in light of the on-going pandemic.

PG 3: Culture and Civilization Courses

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total # of Culture and Civilization Courses	6	2	2	3	3

For 2021-2022, the department exceeded its minimum performance threshold of 2. In the summer of 2022, the Spanish program was able to offer its Latin American Culture and Civilization for the first time in years.

SLOs 1 and 2: Foreign Language Proficiency and Research and Critical Thinking Skills

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total # of Capstone Students	14	8	10	5	14
# that met minimum performance threshold of 75%	14	8	8	4	13
# that did not meet minimum performance threshold of 75%	0	0	2	1	1
% of Students meeting minimum performance threshold of 75%	100%	100%	75%	80%	93%

For 2021-2022, the department met its minimum performance threshold of 75%.

SLO 3: Teaching licensure

	2017-18	2018-19	2019-20	2020-21	2021-22		
	TTU	TTU	TTU	TTU	TTU	State	National
N=	3	1	1	2	3	26	440
Planning	3	3	2.8	3.4	3.1	3.1	2.9
Instruction	2.3	2.4	2	2.3	2.1	2.4	2.4
Assessment	2.9	3	3	3.8	2.9	2.9	2.7
Total Mean Score	35.3	36	33	40	34	36	34.2

The total mean score for Tech students on the World Languages edTPA for 2021/2022 was 34, which did not meet Tech’s cut score (AY 21/22=35). This means the department did not achieve its target threshold for 2021/2022. Of the three students who completed the World Languages edTPA this year, only one was a full-time Tech student and they passed. The other two were job-embedded candidates. To become a job-embedded edTPA candidate, a person only needs to have graduated from Tech with a degree in a discipline and then be hired as a K12 teacher—they do not need to have graduated with a Secondary Education degree with a concentration in the discipline. Because the department does not receive the names of those people who attempt to pass the edTPA each year, it is unclear whether the two students had ever been majors in our department.

Modifications for Improvement

PG 1: Number of Graduates

The department continues to explore innovative ways to attract and retain majors. To raise awareness of the department’s free placement exam and retroactive credit policy, the interim chair designed an informative poster to initiate conversations with prospective students and their parents at recruiting events like Preview Day. This poster design proved so effective that the department purchased hard plastic signs based on the original poster that have been on display on campus since the summer of 2021.

Additionally, the interim chair has directed all faculty to encourage their students during the first class meeting to take our free placement exam if the students have had any prior experience in the language of study and/or if the students believe they might have been placed in a course that is below their current proficiency level. For instance, Launchpad advisors often place a heritage speaker of Spanish in a beginner course because they lack the pre-requisites for the higher-level courses that would be more appropriate. This also occurs frequently with transfer students. As a result of this strategy, the department is identifying new minors and majors.

Created in Summer of 2020 by the Interim Chair, the departmental email address (languages@tntech.edu) continues to be an invaluable tool for recruitment and communication. This email account, monitored by the Interim Chair and the department administrative associate, is how

students can get a lot of things done. For example, students wishing to take our placement exam can send their requests by email, while other students wanting to learn more about majoring or minoring in a foreign language can write to this departmental address, which is perhaps less intimidating than writing to the department chair directly.

Regarding the retention of majors, the department has begun the process of reviewing its curriculum, including its capstone course requirements, based on student and alumni feedback. After the hire of Dr. Kazakova, the French program began an informal review of their curriculum. This undertaking included meeting with French majors and minors to determine the kinds of courses they would like the program to offer. As a result, the French program is offering FREN 4810 Advanced Conversation in French in the Fall of 2021, which will cover more contemporary topics and issues in Francophone culture that would not fit easily into other upper level courses already offered. The French program is also planning to streamline the French Course Program of Study (CPoS) by condensing its requirement of two literature courses (FREN 3110 Survey of French Lit I and FREN 3120 Survey of French Lit II) into a single course. This revision is partially inspired by the DFL's recent program review, in which it was suggested to reconsider the role that literature courses play in our curriculum. This suggestion aligns with the DFL's recent revision of the Capstone course, which also de-emphasizes literature. Moreover, by updating the French curriculum in this way, the French faculty will help its majors by removing a significant bottleneck in the French CPoS—specifically, students will no longer have to wait to complete both literature courses in the sequence to fulfill the major requirements.

Despite these efforts, situational factors beyond the classroom continue to have deleterious effects on our students, which further impacts their performance in all their classes. The 2020-2021 transition to online instruction and other modalities (across the entire campus) placed an extra intellectual, emotional, and, for some, financial strain on our students. The challenges of 2020-2021 led several majors to fall behind in their foreign language courses and other classes. Some chose to withdraw from the university for the semester, which will have a major impact on their ability to complete their degrees in a timely manner. Most significantly, the online transition had a lasting, negative impact on student proficiency levels. It is very challenging for an online language class to be as effective as a face-to-face language class. For students who experienced several semesters of online language courses, we are still seeing some linguistic weaknesses that were not present in our program before the pandemic. Although the department had rolled out a number of new and expanded events in previous years, new opportunities for impact must be identified as the lasting effects of the pandemic continue to affect university life.

PG 2: Study Abroad/Cultural Immersion Programs

The department has restarted its efforts to promote Study Abroad experiences for our majors. This past year, the Study Abroad coordinator, Amy Miller, was able to organize a campus-wide international education fair that once again showcases Tech's many excellent opportunities for students. During a summer retreat, the Interim Chair learned that Tech has begun partnering with three international education companies, including Educational Tours, who will help interested faculty develop short-term trips for our students. Hopefully this development will bolster our study abroad participation if DFL faculty choose to develop courses with these international education companies.

The on-going pandemic notwithstanding, another challenge to this program goal has recently arisen. Effective as of Fall 2021, all federal aid and most State of Tennessee grants and scholarships can only

pay for courses within a student's Course Program of Study (CPOS), that is, their declared major or minor according to the undergraduate catalog. In order to attract more majors, the DFL informally developed a form of its BA degree (the BA in Foreign Languages with Teaching Licensure) years ago. This Teaching Licensure BA satisfies all state requirements for future teachers so that they are certified to teach. In practice, education courses are counted as electives or are substituted for the additional required courses listed for the BA in Foreign Languages in the undergraduate catalog. As of Fall 2021, a major challenge now presents itself: because many of the education courses are not officially listed in the Foreign Language BA CPOS, financial aid cannot cover it, which is beginning to pose a significant obstacle for our Teaching Licensure majors. As a result of this obstacle, the DFL is currently advising students who want to become K12 teachers to double major in Secondary Education and Foreign Languages, which resolves the CPOS problems. This means, however, that the DFL will need to phase out its Teaching Licensure option for students, which future reports will reflect. Therefore, this program goal will most likely need to be revised so that it no longer mentions licensure students.

PG 3: Culture and Civilization Courses

The DFL is actively working to achieve this program goal more effectively. Thanks to Mrs. Maria-Cristina Humita, Lecturer of Spanish, our Spanish program was finally able to develop and offer a SPAN general education course (SPAN 2550 Latin American Culture and Civilization) this past summer. Dr. Manuel Villalba, Associate Professor of Spanish, had been developing SPAN 2510 Spanish Culture and Civilization, but unfortunately, Dr. Villalba resigned this summer unexpectedly due in part to chronic health issues. In the wake of his departure, the Spanish faculty have to overextend themselves to cover all the Spanish-language courses needed for the majors and minors until we can find a new Spanish faculty member.

Furthermore, as of Fall 2022, the German program plans to offer its popular general education course during the regular semester whenever possible. This course will be online, which will allow the German program to raise the enrollment cap to 50—far beyond the number of students that could be accommodated in the DFL's regular classrooms in Oakley Hall.

SLOs 1 and 2: Foreign Language Proficiency and Student Research and Critical Thinking Skills

Each academic year at the August and April departmental meetings, DFL faculty discuss and review the design, scope, and goals of the Senior Capstone course as well as the extent to which students are achieving these goals. In a spring 2021 department meeting, faculty expressed concern that current and past majors have been so intimidated by the forms of sustained research required in the capstone course that they have dropped the major entirely or they have delayed the capstone course until they eventually dropped out of Tennessee Tech.

During the 2021/2022 AY, DFL faculty piloted new formats and styles of research communication that might be better aligned with the situational factors of our students. Specifically, Dr. Debbie Barnard and Dr. Mark Groundland worked with their individual Capstone students to develop research projects that take a form other than an academic research paper and presentation. Dr. Barnard's student explored the business of tourism in France while Dr. Groundland's student connected their autobiography to several well-known works of Hispanic authors and artists.

Critical thinking and linguistic proficiency were still at the core of how these projects were assessed; however, the area of inquiry was something other than purely literature, film, or art. Faculty found

these two Capstones successful. In light of this, faculty will continue to encourage their Capstone students to consider avenues of inquiry outside of literary studies moving forward.

SLO 3: Teaching licensure

It remains a challenge to develop strategies for improving this SLO for several reasons. First and foremost, the DFL has no control over (and perhaps no contact with) edTPA candidates that are job embedded. To become a job-embedded edTPA candidate, a person only needs to have graduated from Tech with a degree in a discipline and then be hired as a K12 teacher—they do not need to have graduated with a Secondary Education degree with a concentration in the discipline. Before Tech students in our department begin the edTPA in their senior year, they have already been oriented and informed about how to excel on the multi-part assessment in SEED 4125 Materials and Methods of Teaching Foreign Language, taught by Dr. Mike Olsen in our department. Therefore, it can happen that a Spanish SEED major (who has proven themselves to be an effective instructor in their education classes) can complete and pass the edTPA whereas a past major with a degree in the language (who has not received no formal instruction about effective pedagogy) might struggle with several parts of the edTPA.

Thus, we have no clear indication whether job-embedded edTPA candidates have been prepared in the same way as our majors on campus, which means it might not be logical to use edTPA scores as a metric of effectiveness. Nevertheless, the DFL will continue to monitor these scores and consider possible avenues for improving them, though, ultimately, a viable improvement strategy might not exist.

Appendices

- Foreign Language BA Curriculum Maps

Appendix 1: Foreign Language Curriculum Maps

German

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, German Option 1, Option 2 & German with Licensure, B.A.									
	2010 Intermediate German II	2020 Intermediate German II	3010 Written Comm in German	3020 Oral Comm in German	3112 German Civ/Cult	3150 Intro German Lit	4810 Special Topics	Upper Division	Upper Division	4920/4925 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	M	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	M	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken	I	I	R, A	R, A	R	R	M	M	M	M, A

forms (Intermediate-Mid level minimum as described by ACTFL)										
Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A

Spanish

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, Spanish Option 1, Option 2 & Spanish with Licensure, B.A.									
	2010	2020	3010 Oral Comm in French	3020 Written Comm in Spanish	4010/4020 Intro Lit of Spain/ Latin America	4110/4120 Cult/Civ of Spain/ Latin America	Upper Division	Upper Division	Upper Division	4920 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	M	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	M	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken forms	I	I	R, A	R, A	R	R	M	M	M	M, A

(Intermediate-Mid level minimum as described by ACTFL)										
Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A

French

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, French Option 1, Option 2 & French with Licensure, B.A.									
	2010 Intermediate French I	2020 Intermediate French II	3010 Written Comm in French	3020 Oral Comm in French	3100 French Phonetics	3110 Survey French Lit I	3120 Survey French Lit II	3112 Cult/Civ of France	Upper Division	4920 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	R	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	R	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken forms (Intermediate- Mid level minimum as described by ACTFL)	I	I	R, A	R, A	R	R	M	M	M	M, A

Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A