

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES (MLL)
ASSESSMENT PLAN
Revised November 2007

Programs/Majors and Minors: French, German, Russian Studies and Spanish

Emphases within the Major: French - literature, linguistics and civilization

Unit: Modern Language and Literatures

College: CLAS

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MLL OVERVIEW

Faculty teaching workload:

The Department of Modern Languages has seen tremendous growth over the past few years. We offer nine languages and four programs (Majors in French, German, Spanish and Russian Studies). Spanish leads the other languages in numbers of students and faculty; however, against the national trend, enrollments in French and German continue to rise. We now have two full-time faculty members in Arabic, one in Japanese, and one in Italian. We are in the process of developing a Chinese Language Minor (a component of the EAS major) which will require two full-time faculty members for its implementation.

All MLL full time faculty teach three courses. However, they teach between 9 and 12 credits depending on the type of courses they are assigned. Most of our 4 credit (1st and 2nd year courses) are taught by Visiting faculty and by Affiliates (MLL only has 5 Affiliate faculty members). Having more Affiliates in MLL would provide us with more stability (Visitors receive three 1 year contacts). It would insure that we cover most of our lower level courses without having to hire Adjunct faculty who do not always have the level of expertise we wish they had.

Tenure-track faculty members would then teach mostly the upper level courses and only occasionally teach more than 9 credits. This would also free them to devote more time to their research. At this time, all faculty who teach over 9 credit hours, do research and a substantial amount of service, feel overburdened.

Changes in the Curriculum

Over the last few decades the teaching and learning of world languages has been undergoing a significant shift away from the classical model of language instruction, i.e. grammar-translation, towards a philosophical and practical model that fosters the development of truly functional language abilities. Integral to this new emphasis is a focus on what language learners are able to do with language. Consequently, a common measure of student performance across the four basic skills (listening, reading, speaking and writing) has been developed. This measure rates language skills as Novice, Intermediate, Advanced or Superior, with sublevels of Low, Mid and High for the Novice, Intermediate and Advanced levels.

The student learning goals articulated in the following pages draw upon the expectations and recommendations of publications by the American Council on the Teaching of Foreign Languages (ACTFL), principally, *The Standards for Foreign Language Learning: Preparing for the 21st Century*, and the *American Council on the Teaching of Foreign Languages: Program Standards for the Preparation of Foreign Language Teachers*. The attainment of meaningful language proficiency for majors and minors at the undergraduate level has, for the first time, been expressed in terms of a particular level, that of a minimum of Advanced-Low.

The complexity of documenting language development requires that the data collection process take place over a period of several years. As the goals of language proficiency attainment are articulated in terms of the end results, i.e. for those students who complete the program, data collection will take place over a period of four years, beginning at the 202-level, and document the progress of the first cohorts as they proceed through their respective programs.

Initiation of Data Collection	Courses
winter 2007	202
fall 2007 and winter 2008	202-level courses and core 300-level language courses
fall 2008 and winter 2009	202, 300-level language courses and 300-level literature and linguistics courses
fall 2009 and winter 2010	202, 300-level courses and 400-level literature and capstone courses

During fall 2006 the French, German, Russian and Spanish sections will meet and develop common grading rubrics that articulate the criteria for student performance for the student learning objectives in this document. Data collection will begin in winter 2007.

MLL COMMON MISSION, VISION AND VALUES

MISSION

All students in Modern Languages and Literatures will demonstrate functional proficiency in the four basic language skills (listening comprehension, reading comprehension, speaking and writing), cultural competency and familiarity with literary tradition. Students will possess a general knowledge of the major periods and genres of foreign literature, a broad view of civilization, knowledge of history, social structures and institutions, and an appreciation of diverse cultural values. Students will be culturally and linguistically aware citizens who are able to interact successfully in diverse environments around the world.

VISION

MLL will foster greater awareness of diverse linguistic and cultural perspectives among its students. We will prepare our students to be critical thinkers through literary analysis, linguistic studies and cultural exploration.

VALUES

As a department we value:

- maximizing students' contact with the target language inside and outside the classroom.
- promoting a communicative-based environment and developing interpersonal connections.
- integrating the study of language through culture and culture through language.
- fostering inter-cultural perspectives, as well as comparing and reflecting on our own culture.
- establishing a community in which language and cultural learning can take place both inside and outside of the classroom through extracurricular activities.
- encouraging study abroad experiences so as to foster linguistic and cultural competency.

MLL COMMON GOALS (revised November 07)

Student Learning Goals

1. Students will demonstrate functional language proficiency in listening comprehension.
2. Students will demonstrate functional language proficiency in reading comprehension.
3. Students will demonstrate functional language proficiency in writing.
4. Students will demonstrate functional language proficiency in speaking.
5. Students will demonstrate cultural competency.
6. Students will demonstrate literary competency.
7. Students will demonstrate linguistic competency.

Student Goals

1. To increase student awareness and participation in programs of study abroad
2. To enhance research competency
3. To increase awareness of post-graduate opportunities in the field of Russian Studies
4. To increase participation in extra curricular activities
5. Participation in community activities that are connected to their language
6. To increase student critical and analytical skills
7. To improve academic writing
8. To promote technology literacy
9. Advising increase—encourage regular communications between faculty and student

Faculty Goals

1. Faculty will demonstrate familiarity with proficiency-oriented instruction.
2. Faculty will demonstrate increased awareness of the uses of technology in instruction.
3. (Russian Studies) to insure the stability of the Russian Studies Program when future staffing will become necessary
4. Need to maintain current in own field
5. Enhance professional development
6. Need to increase size of tenure-track faculty
7. Encourage faculty and community interaction through outreach programs
8. Increase number of departmental colloquia in order to foster intellectual exchange and discourse for faculty
9. Mentor new faculty consistently
10. Encourage faculty to mentor students through programs such as McNair, scholarships and summer student scholar programs
11. Encourage faculty to explore development of new study abroad and other international opportunities
12. Value diversity of pathways to scholarship

Program Goals

1. To provide increased opportunities for interactions in the classroom among students and between instructor and students
2. To promote and ensure a thorough understanding of the program.
3. The Department of Modern Languages and Literatures will assist the General Education Subcommittee in assessing General Education student learning outcomes.
4. (Russian Studies) Russian Studies will revise the program in order to sustain a two-track major that retains the present system of requirements and adds a language/literature option.
5. (Spanish) Beginning and intermediate Spanish classes will have a more cohesive program articulation
6. (Spanish) Students will be provided more opportunities to fulfill their major/minor requirements in a reasonable time frame.
7. (Spanish) The program will ensure that students take courses in the appropriate sequence.
8. (Spanish) To increase student awareness of Spanish-speaking cultures by connecting students with the neighboring Hispanic communities.
9. (Spanish) The program will have a greater degree of grading standardization.
10. To continue offering courses that are needed to maintain the quality and coherence of our programs even in the case of lower enrollment
11. To support less commonly taught languages
12. Help develop courses to broaden and increase languages offered.
13. Develop Master in Spanish

ADDITIONAL PRIORITIES FOR STRATEGIC PLAN

Curriculum improvement.

The Spanish, French and German Major have all been recently revised in their entirety. Spanish was implemented in 2001, French in 2002 and German in 2004.

We are in the process of reviewing pre-requisites for certain courses in Spanish to make the program more cohesive.

In the light of new development for Education Minors in Foreign Languages, we will have to revise some of our course requirements for French and German (to include Culture/Civilization courses in the core-curriculum). We will add specific MLL methods courses in order to comply with new State requirements.

We will also look at ways to entice more students to apply for two language Majors rather than only combining a Major and a Minor in languages through advising and workshops on careers in languages, specifically designed for foreign language students.

Teaching enhancement through technology.

This is obviously an important aspect of teaching at GVSU since we have a teaching awards devoted specifically to the use of technology. MLL has a Language Resource Center which provides extensive support for developing new technology supported courses. Not all faculty members however are familiar with all of the new technology at the disposal of the Foreign language instructor. While several faculty members use the LRC to its full potential and create new and exciting ways for their students to learn, others are still reluctant to use the LRC (they do not know how to use the material available in the LRC or they do not have a vision of how the LRC could help to enhance their teaching.) A new goal this year is for the LRC Director, David Westerhof Shultz to meet individually with each MLL faculty members (TT, AF, V and A) to determine their level of knowledge in technology and to help them set up a plan to use the LRC in their courses. We also have several workshops throughout the year where we share teaching tips and tools to use technology in the classroom. We will continue to hold these sessions which have been extremely beneficial to all of us.

In addition to the revision in our programs and the inclusion of modern technology that the new Language resource center allows, we believe that the following innovations will make Grand Valley's Department of Modern Languages and Literatures a leader in the region.

Translation emphasis:

The field of Translation Studies is quickly gaining importance in our globalized society. The last few years have seen a rise in translation programs offered by US institutions of higher education, from community colleges (such as Pima Community College, in Tucson Arizona) to research institutions (such as the University of Wisconsin). More often than not, these are graduate programs, but several programs, such as the one at California State U., Longbeach, have been successful at the undergraduate level. There are currently no translation programs in the state of Michigan, and the closest one, at Indiana University, is a graduate program that focuses exclusively on literary texts. A translation emphasis at Grand Valley would give our students an extremely valuable set of skills to take with them once they finish, while it would also be

consistent with the educational mission of the university. A translator, as Aston University (Birmingham, UK) defines her or him, is “an intellectual mediator, someone with an in-depth understanding of the linguistic, socioeconomic, political and communicative contexts with which he/she is dealing.” The internationalization mission to which Grand Valley has committed would also be well served, since, as the University of Wisconsin proposal for a Translation Studies Cluster makes clear, “differences between languages and cultures oblige the translator to engage in the crossing of bridges that both divide and connect peoples and races.”

The need for this program is borne out by the fact that many of our graduates go on to work as translators for businesses, hospitals, and non-profit organizations even though they are not formally trained. Providing them with this training would be a true contribution to our community at large. We believe that translation studies would also be an important recruitment tool for both the university and the department, and would attract students to those languages that have lower enrollments. In fact, we are certain that such a program will increase enrollments to the degree that B. A. Minors in Arabic and Chinese will be viable in a few years.

We envision that in French, Spanish, German and Russian, our translation program will make use of courses currently in place, such as the Civilization and Culture courses, the literature courses, and the courses in languages for the professions. It will also require a core set of Modern Languages courses (perhaps two), which will be team-taught (to allow for translation practice in the target language) and focus on issues and theories of translation. Additionally, we will include the course in literary translation currently being taught in the Department of Classics. And we will design, in consultation with the professional schools, a series of technical translation courses in each of the languages (for business, law, engineering, and the health science fields perhaps), plus a new common Capstone. Except for the Capstone, these courses will take the place of electives in our current programs so that the total number of courses required will not increase. Our new language laboratory is ideal for the kinds of activities entailed in translation courses.

In Arabic and Chinese, given that they are fairly recent languages for the department, the translation program will entail the development of a series of upper division courses in Civilization and Culture, as well as advanced level literature. In addition to these, the program will also demand we craft courses in technical translation. This will likely require two new full time faculty members, one in each language.

In order to put the program in place in Spanish, French and German, we will possibly need to hire three new faculty experts in the area. Some of our current faculty will also need to take courses in order to be conversant with the issues involved. Although no programs exist in Michigan, New York University, for example, offers an M.A. in translation online. Faculty would, thus, be able to take these courses from our campus. In order to retrain faculty, develop courses and flesh out the program, we plan to work with Priscilla Kimboko to identify appropriate grants and apply for them.

The M.Ed. in Spanish:

Given our important role in language teacher education in Western Michigan, we feel that it is essential we offer an M.Ed. degree in Spanish so that our teachers may continue their training, and stay current in the field. Now that our undergraduate program has been strengthened, we are ready to proceed to the next step. This will necessitate discussions with the School of Education, as well as the development of at least one graduate course in Second Language Acquisition.

Since we now offer a fair variety of 400 level literature courses, two per semester, some of these might be double listed – and have more stringent requirements – for graduate students, as they are, for example, at Michigan State U., and The University of Chicago.

FRENCH PROGRAM

The French Major Program

Students majoring in French are required to complete thirty-three hours beyond the FRE 202 course, including the core curriculum (FRE 304, 306, 307, 301) and FRE 495 Capstone. Students have the option to elect three different tracks: the literature track (required courses: FRE 303, 302, 303), the linguistics track (required courses: FRE 305, 355 and either 308 or 310), the civilization track (required courses: FRE 308, 310, 312). In addition to the courses listed above, students in all tracks must complete four elective courses at the 300 and 400 level, at least two of which have a focus on literature. At least one of these courses must be at the 400 level. All graduates of the B.A. in French will be proficient in the four basic language skills: oral comprehension, reading comprehension, speaking and writing, in addition to knowledge of French and Francophone culture. They will also possess a general knowledge of the major periods and genres of French Literature, a broad view of French and Francophone civilization, and a personal sense of French and Francophone cultural values.

The French Minor Program

Students who chose to minor in French must complete twenty-two hours of French beyond the FRE 201 course including 202 and the core curriculum (FRE 304, 306, 307, 301). Students must complete six more hours of 300-or 400-level French courses.

Student Learning Goal 1: Majors and minors will demonstrate functional language proficiency in French.

This Goal aligns with NCA Goal 3a and CLAS Goal 1.

Objective 1: Majors and minors will demonstrate Advanced-Low proficiency in listening comprehension. In-class assessments will evaluate oral comprehension skills in the target language. Special focus will be on oral skills in FRE 305 (Phonetics).

Measures

1. Students will listen to recordings on CDs, tapes and I pods (in some special classes), and will answer listening comprehension questions and will be graded with a standardized rubric to be developed within the French section.
2. Students will watch and listen to French TV programs in the Language Resource Center and in class. Students will produce written accounts of what they heard showing that they understood the meaning of the programs and can reproduce

what they heard. These exercises will be graded with a standardized rubric to be developed within the French section.

3. Students in education will be assessed via the Michigan Test of Teacher Certification with an overall passing grade of 80%.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning winter 2007.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

Objective 2: Majors and minors will demonstrate Advanced-Low proficiency in reading. In-class assessments will evaluate reading skills in the target language in FRE 301 (Introduction to Literature).

Measures

1. Students will read excerpts of literary texts out loud. The instructor will focus on correct pronunciation by correcting and repeating proper pronunciation for students to emulate.
2. Students will read a poem they have prepared and demonstrate proper pronunciation, intonation and inflection of their voice. Students will be graded with a standardized rubric to be developed within the French section.
3. Students in education will be assessed via the Michigan Test of Teacher Certification with an overall passing grade of 80%.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning in winter 2007.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

Objective 3: Majors and minors will demonstrate Advanced-Low proficiency in speaking. Special focus will be on oral skills in FRE 304 (Conversation).

Measures

1. Students will record pair-dialogues on specific topics using level specific vocabulary and grammatical structures as assigned by their instructor. Recordings will vary in length depending on the assignment. Students will be graded with a standardized rubric to be developed within the French section.
2. Students will prepare and argue different points of view on controversial topics for in-class debates. Students will be graded with a standardized rubric to be developed within the French section.
3. Students in education will be assessed via the Michigan Test of Teacher Certification with an overall passing grade of 80%.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning in winter 2007.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

Objective 4: Majors and minors will demonstrate at least Advanced-Low proficiency in writing. Special focus will be on writing in FRE 306 (Composition).

Measures

1. Students will explore several styles of writing such as summaries, tales, letters, essays and poetry, and will focus on expression, style and content to use as models and write two drafts of each composition with a focus on proper grammar, adequate vocabulary, and content. Students will be graded with a standardized rubric to be developed within the French section.

2. Students will work in small groups in writing workshops. They will read each other's work and offer questions, suggestions and corrections for improvement via peer editing rubrics. Each team will work in the Language Resource Center. The instructor will monitor teamwork through observation and comments.
3. Students in education will be assessed via the Michigan Test of Teacher Certification with an overall passing grade of 80%.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning winter 2007.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

Student Learning Goal 2: Students in each of the three tracks (civilization, linguistics and literature) will develop the specific proficiency inherent to the track they choose.

This Goal aligns with NCA Goal 3a and CLAS Goals 1 & 2.

A. Students who elect the civilization track within their French major will demonstrate cultural proficiency.

Objective 1: Students will have a basic knowledge of French history, culture and civilization in FRE 308 (French History and Civilization) FRE 310 (Contemporary France)

Measures

1. In FRE 308 students will study texts focusing on French history. They will be tested on their knowledge with identifications of historical figures and events, and essays questions. Instructors will create a rubric based on content and usage for each test.
2. In FRE 310 students will watch actual footage of French news and read daily newspapers. They will gather information to be used as a base for in- class discussion. Students will write an analysis on political, social and cultural issues. Instructors will set a rubric based on content and usage for each analysis.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning fall 2008 for FRE 308 and winter 2009 for FRE 310.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

Objective 2: Students will have a basic knowledge of the history, culture and civilization of selected Francophone countries in FRE 312 (Francophone Civilization).

Measures

1. Students will study texts focusing on Francophone history, culture and civilization. They will be tested on their knowledge with identifications of historical figures and events, and essays questions. Instructors will create a rubric based on content and usage for each test.
2. Students will select a Francophone country or a special issue in Francophone culture for an in-class oral presentation focusing on the people, the history, the political climate, current issues etc. Instructors will set a rubric based on content and expression for each presentation.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning fall 2007.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

B. Students who elect the linguistics track within their French major will demonstrate linguistic proficiency in FRE 355 (Introduction to French Linguistics).

Measures

1. Students will give oral presentations on regional languages in France and on the status of French in francophone countries. They will be evaluated on content, linguistic accuracy, and presentation style. The instructor will develop the rubric to assess performance.
2. Students will research, read about and discuss in depth the main branches of linguistics, including the history of the French language, phonetics, semantics, sociolinguistics, and applied linguistics. They will be tested on this knowledge (identification and essay style questions) three times during the semester.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning winter 2008.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

C. Students who elect the literature track within their French major will demonstrate a basic knowledge of various literary genres and periods in FRE 300 (Survey of French literature I), FRE 302 (Survey of French literature II), and FRE 303 (Survey of French literature III).

Measures

1. Students will read and analyze texts from French authors, and write papers on literary subjects assigned and approved by their instructors. Instructors will create a rubric based on content and usage for each paper. Papers will be in French five pages long, double spaced.
2. Students will prepare oral presentations focusing on specific excerpts of texts. Students will provide information on the author, the literary and historical context of the work, and a close reading analysis. Students will prepare questions for other students in order to provide further in class discussion. Instructors will create a rubric based on content and expression for each presentation.

Procedure for data collection and analysis

1. Data will be collected at the end of each semester by each course instructor under the supervision of the French section coordinator beginning in fall 2007.
2. The progress of each French major will be monitored and assessed by the student advisor on a regular basis. The French section will hold a yearly meeting during which all French majors will be assessed individually.

Anticipated use of findings

A closer monitoring of each French major will allow the section to better advise the student, and adjust the content of courses when and if needed.

GERMAN PROGRAM

Program Summary

The German Program underwent a thorough revision, which went into effect in 2004 – 5. This revision was undertaken to make the program more comparable with others in Michigan and the Midwest, by strengthening the requirements for the major and minor as well as increasing the number of course offerings. The aim of the new program is to offer a balanced, integrated curriculum which produces well-rounded and both linguistically and culturally proficient graduates. In order to achieve this goal, the program introduced specific requirements for the course Majors must now choose courses from all three areas: Literature, Culture, and Linguistics, and minors must take at least two literature courses and one culture course. Below is an overview of the catalog requirements for the major and minor:

German Major

Students majoring in German are required to complete at least 34 hours beyond 201, including 202 (if needed), GER 301 & 302 (Composition and Conversation), a 400-level course, and GER 495 (Capstone). Of the elective courses, they must take

- At least two Literature courses (selected from GER 303, GER 304, or GER 401),
- At least two Culture and Civilization courses (selected from GER 310, GER 311, GER 312, or GER 315), and
- At least one Linguistics course (selected from GER 321, GER 322, or GER 421).

Majors seeking secondary teacher certification must take GER 322 (Introduction to German Linguistics) in addition to the above requirements.

German Minor

Minors must take at least 22 credits of German beyond 201, including GER 202 (if needed), and GER 301 & 302 (Composition and Conversation I & II). Of the elective courses, they must take

- At least two Literature courses (GER 303, GER 304, or GER 401) and
- At least one Culture and Civilization course (GER 310, GER 311, GER 312 or GER 315).

- Teaching minors are strongly advised to take a linguistics course as well, preferably GER 322.

Program Overview

Many of the Student Learning Objectives have already been phased in this year (2005-6), with the adoption of a new text/software package which focuses equally on building cultural competency and linguistic proficiency in all four skills. The German section will continue to develop this approach with the adoption of the follow-up text/software package in 2006-7, and then follow the cohort of students who began with it through the advanced level, so that by the time they reach the 300 and 400 level, the majority of our majors should have a very solid basis of cultural knowledge and linguistic proficiency which will be expanded on in the content courses, rather than focusing solely on linguistic proficiency until the advanced level has been reached. The measures for the learning outcomes will be phased in over the same time span, following the cohort through the program, so that in two years, when these students have reached the 300 level, they will undergo Oral Proficiency Interviews as part of their coursework.

Student Learning Goal 1: Linguistic Proficiency

German majors should achieve the Low Advanced Level of proficiency on the ACTFL scale by the end of their studies. Linguistic proficiency can be broken down into four areas:

This Goal aligns with NCA Goal 3a and CLAS Goal 1.

Objective 1: Advanced-Low **Oral** Proficiency: (able to narrate and describe in all major time frames, can produce connected discourse of up to paragraph length)

Measures

1. Lower level (first and second year): students will record assignments or informal pair interviews involving topics such as family or giving information about themselves, which will be graded according to a standardized rubric.
2. Intermediate level and Composition and Conversation (third year): students will prepare for and produce skits and debates in class, which will be graded according to a standardized rubric.
3. Mid-program (at end of 302, Composition and Conversation): Students will be required to undergo an Oral Proficiency Interview, in which they demonstrate at least intermediate-mid proficiency.
4. 400 level: students will present a 10-minute in-class presentation on the topic of their research paper, which will be graded according to a standardized rubric; students will be required to undergo an Oral Proficiency Interview in the Capstone, in which they demonstrate advanced-low proficiency.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measures two and three will be incorporated in 2007-8, and Measure four in 2008-9.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester, and the German section as a whole will be responsible for administering Oral Proficiency Interviews (OPI's) for measures three and four. The German section coordinator will be responsible for maintaining records; individual student assessments (selected papers and OPI results) will be collected in portfolios. The German section will meet once a year and assess each German major individually.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program; closer monitoring of each major through measures three and four will allow the section to better advise individual students and adjust course content if necessary.

Objective 2: Advanced-Low **Writing** Proficiency (able to narrate and describe in all major time frames, can produce connected discourse of up to paragraph length)

Measures

1. Lower level (first and second year): students will produce 75-150 word essay given structured input, which will be graded according to standardized rubrics;
2. Mid-level (Composition and Conversation): students will produce 3-page essays in which they describe, narrate, analyze, or defend a thesis, which will be graded according to a standardized rubric;
3. 400 level: students will produce 7-9 page papers incorporating analysis and argumentation over multiple drafts, which will be graded according to a standardized rubric;
4. End of Program (Capstone): students will produce 12-15 page papers incorporating literary analysis and argumentation over multiple drafts, which will be graded according to a standardized rubric.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measures two, three, and four are already in place as well.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester. The German section coordinator will be responsible for maintaining records; individual student assessments (selected papers and OPI results) will be collected in student portfolios. The German section will meet once a year and assess each German major individually.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program; closer monitoring of each major will allow the section to better advise individual students and adjust course content if necessary.

Objective 3: Advanced-Low **Reading** Proficiency (able to read longer prose of several paragraphs in length, get main ideas and facts)

Measures

1. Beginning and intermediate level (first and second year): students will summarize short texts (up to one page), identify text types, scan for details on homework and written assessments;
2. Mid-level (Composition and Conversation): students will find the main idea of longer texts (2-3 pages), identify text types, scan for details on homework and written assessments;
3. 400 level: students will show comprehension of texts through literary analysis in papers (see Objective 2, Measures 3. and 4. above);
4. End of Program: German Education majors and minors must take the Michigan Test for Teacher Certification, which includes a subarea on Reading and Vocabulary. We are targeting an 80% overall passing rate on this exam.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measures two, three, and four are already in place as well.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester. The German section coordinator will be responsible for maintaining records; individual student assessments (selected papers and OPI results) will be collected in student portfolios. The German section will meet once a year and assess each German major individually.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program; closer monitoring of each major will allow the section to better advise individual students and adjust course content if necessary.

Objective 4: Advanced-Low **Listening** Proficiency (able to understand main ideas and most details of connected discourse on a variety of topics)

Measures

1. Beginning and intermediate level (first and second year): students will summarize short texts, identify text types, scan for details on homework and written assessments;
2. Mid-level (Composition and Conversation): students will summarize audio texts (such as news radio stories), identify main ideas and pick out details on in-class work.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measure two will be incorporated in 2007-8.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester. The German section coordinator will be

responsible for maintaining records. The German section will meet once a year and assess each German major individually.

Anticipated use of findings

Measures will be used to track overall student progress within the program, and adjust program or course content if necessary.

Student Learning Goal 2: Cultural Competency

Students will demonstrate understanding and appreciation of the relationship between language and culture; compare and contrast languages and cultures. Students will be able to recognize and identify major social, historical, political, economic, geographic, and other cultural developments in the German-speaking world. They will also be able to identify major literary and artistic products of the German-speaking world and place them in a world context.

This Goal aligns with NCA Goal 3a and CLAS Goals 1 & 2.

Objective 1: **Intercultural** competency (interconnectedness between language and culture, awareness of how language and culture affect worldview)

Measures

1. Beginning and intermediate level (first and second year): students demonstrate their understanding of how culture influences interactions with others, including Germans and other Americans, by analyzing events and interactions from a German point of view on written assessments.
2. Mid-level (Composition & Conversation): students demonstrate their ability to approach interactions with an understanding of the German worldview by preparing and participating in skits and dialogues which incorporate a German point of view.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measure two will be incorporated in 2007-8.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester under the supervision of the German section coordinator.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program.

Objective 2: Competency in **daily culture and issues** (know about and understand aspects of everyday life and issues in the cultures of German-speaking countries; identify and negotiate cultural differences, both products and practices).

Measures

1. Beginning and intermediate level (first two years): students do basic analysis and comparison of daily culture; demonstrate their understanding of daily life and contemporary issues by writing about them on homework and written assessments.
2. Mid-level (Composition & Conversation): students do analysis and comparison of contemporary issues in in-class discussions and on essays.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measure two will be incorporated in 2007-8.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester under the supervision of the German section coordinator.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program.

Objective 3: **Historical** competency (identify events that have affected the development of Germany, its culture, arts, etc.)

Measures

1. Beginning and intermediate level (first and second year): students recognize and identify significant events in the history of German-speaking countries, and how describe how they have affected the culture of present-day German culture, on written assessments.

2. Mid-level (culture course): students explain the significance of historical events in German and European/world history on written assessments.

Data collection and analysis

a. Timeline

Measure one is already in place at the first-year level, and will be incorporated into the second year in 2006-7. Measure two will be incorporated in 2006-7.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester under the supervision of the German section coordinator.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program; closer monitoring of each major will allow the section to better advise individual students and adjust course content if necessary.

Objective 4: Competency in **arts and literature** (recognize and identify artistic and literary movements, events, concepts, authors, genres, periods, etc.)

Measures

1. Mid-level (literature course): students recognize and identify artistic and literary movements, events, concepts, authors, etc., their characteristics, and provide major examples on written assessments and papers of 5-8 pages in length.
2. 400-level and Capstone: students analyze a single or multiple literary works, demonstrating their understanding of literary concepts and movements in papers of 8-15 pages.
3. End of Program: Education majors will be assessed through a subarea of the MTTC that tests cultural understanding and expression. We are targeting an 80% overall passing rate on this exam.

Data collection and analysis

a. Timeline

Measure one is already in place; measure two will be incorporated in 2006-7. Measure three is in place as well.

b. Responsible person/position

Selected papers from each course will be collected in student portfolios. The German section will meet once a year and assess each German major individually.

Anticipated use of findings

Closer monitoring of each major will allow the section to better advise individual students and adjust course content if necessary.

Objective 5: **Linguistic** competency (recognize regional and social variation in the spoken language, recognize variation in register, be able to vary own register to some extent)

Measures

1. Beginning and intermediate level (first and second year): Students demonstrate ability to identify regional associations with dialect, including vocabulary, such as greetings, in written assessments.
2. Mid-level (linguistics course): students demonstrate ability to identify different types of linguistic variation in language on written assessments.

Data collection and analysis

a. Timeline

Measure one is already in place first-year courses, and will be incorporated into the second year in 2006-7. Measure two is also already in place.

b. Responsible person/position

Selected papers from each course will be collected in student portfolios. The German section will meet once a year and assess each German major individually.

Anticipated use of findings

Closer monitoring of each major will allow the section to better advise individual students and adjust course content if necessary.

Objective 6: **Geographic** competency (recognize and identify major cities and geographic features in the German-speaking area, regional physical and cultural differences, the importance of Germany within the European Union and the rest of the world, its climate and natural resources, etc.)

Measures

1. Beginning level (first year): students recognize and identify major cities and geographic features in the German-speaking area on written assessments.
2. Beginning and intermediate level (first and second years): students recognize and identify regional physical and cultural differences, and explain the importance of Germany within the European Union on written assessments.

Data collection and analysis

a. Timeline

Both measures are already in place.

b. Responsible person/position

The instructor of each course will compile overall statistics for measures one and two at the end of each semester under the supervision of the German section coordinator.

Anticipated use of findings

Measures one and two will be used to track overall student progress within the program.

RUSSIAN STUDIES PROGRAM

A Brief Overview

Russian was one of the first two languages Grand Valley offered, along with German; French and Spanish soon followed. In 1971 Grand Valley became one of the first institutions of higher learning in the nation to offer a Russian Studies major in order to provide students who were interested in Russia and the former Soviet Union an opportunity to prepare for further study in graduate school and receive the well-rounded background both government service and the private sector require for employment. Then as now, proficiency in Russian language became the first priority of the program. In order to strengthen the language offerings and make our students more competitive in the field, in the mid-1990s, the program underwent a revision to raise the minimum language requirement for the major. At that time the requirement for the basic language requirement rose from completion of the fourth semester (Russian 202) to successful completion of the sixth semester of Russian grammar (Russian 302). We also added two courses in Conversation and Composition (Russian 304 and 306) to help students take their passive knowledge of the language to the next level: active speaking and writing. Since then we have endeavored to provide even more courses in Russian language to meet student demand.

Currently the **Russian Studies major** requirements (36 academic hours) include courses in language, literature, history, culture, selected classes in the social sciences (geography, political science, and/or economics), and a capstone. The **Russian Studies minor** (20 academic hours) requires basic language skills (completion of Russian 202 with a grade no lower than “B”) and a selection of courses in the disciplines listed above. The **Russian Language Minor** (20 academic hours) requires successful completion of Russian 201 and 201 and four other language courses from the following: Advanced Russian Grammar I and II (301 and 302), Russian Conversation and Composition I and II (304 and 306), Introduction to Russian Literature I and II (401 and 402), and Special Topics courses (180, 280, 380, 480) that have covered areas of Russian linguistics such as phonetics, stylistics, syntax, translation, word formation and study in Russia.

The primary mission of the Russian Studies Program is to prepare our students for further study on the graduate level. We recognize that a major in Russian Studies constitutes the first stage of our students' engagement in the field. Whether our graduates are preparing for a career in academics, in government service, or in the private sector, they will need more training and education than an undergraduate major can provide. For students who do not want to pursue graduate study, we recommend a double major in Russian Studies and in other fields such as Business, Informational Technology, Hotel and Tourism Management, or the Health Professions. We also recognize that in the course of their acquisition of basic skills in various disciplines, students in Russian will come to appreciate diversity of thought and appreciation of foreign cultures.

The Russian Studies Program holds its students to the highest standards of academic inquiry in the areas of language, literature, culture, religion, and the social sciences. Russian Studies students not only endeavor to acquire and hone basic language skills, but also they must be able to analyze literary texts, put them in historical and cultural context, become aware of Russia's long and rich past, gain insights into Russian intellectual history, realize the importance of Russia's geography in her historical destiny, appreciate the importance of Russia's religious heritage and the profound influence of Russian Orthodoxy in all areas of Russian life, and realize the complexity of political thought and practice all stages of Russian history: ancient and imperial Russia, the soviet era, and the post-soviet Russian Federation. We believe that these areas of study combine to provide our students with a deeper understanding of Russia. The Russian Studies Program also welcomes our heritage students, who help their American peers understand the problems émigrés face in adapting to their new country and give them insights into different cultural values that encompass immigrants' attitudes about family, gender, religion, and the political, social, and economic realities of their former life in Russia and their present life in the United States.

Beginning in 1990 the program has conducted through Padnos International Center a six-week study tour to Russia that offers the students intensive Russian language training (80 academic hours) with instructors from the University of St. Petersburg and on-sight cultural study for four weeks in St. Petersburg and other major centers of historical and political interest. From 1992 until 1997 the study tour went to Russia every year (except for 1996). We resumed the foreign study tour in 2003 and plan to offer foreign study for our students on a regular basis every other year.

Requirements for a Russian Studies Major:

Russian 301—Advanced Grammar I, Russian 302—Advanced Grammar II, RST 331—Russian Literature in Translation 1800-1880, RST 332—Russian Literature in Translation 1880-1932, RST 333—Russian Literature in Translation 1932—Present, RST 495—Russia in Context: Capstone; History 389—History of Russia, History 390—Soviet Russia, History 391—Russian Thought; and three courses from the following (not all in Russian Studies): Geography 350—Russian and its Neighbors, Political Science 285—Russian and Post-Soviet Politics, Economics 365—Comparative Economic Systems, RST 225—Introduction to Russian Culture, and RST 380—Special Topics in Russian Culture.

Student Learning Goal 1: Proficiency in Russian language

Russian Studies majors will demonstrate functional language proficiency by the end of their studies. Given the complexities of the Russian language, three years of language training provide only the basic skills our students need. Because we realize that Intermediate-High proficiency is not enough, we strongly recommend that our majors complete a Russian language minor and take all of the supplementary Russian language courses we offer according to student demand. We also advise our students to participate in intensive summer Russian language workshops at major centers of Russian language study such as Middlebury College and Indiana University to supplement the language training we provide. We also recommend that they study in Russia at an approved semester-long program.

This Goal aligns with NCA Goal 3a and CLAS Goal 1.

Objective 1: Students will demonstrate Intermediate-High **oral** proficiency.

Measures

1. Lower-level (first year): students will attend supplementary meetings of four hours per week (in addition to regular four hour meetings in grammar instruction) for practice in dialogues that are available from the Language Resource Center. The students will also answer questions based on films both with and without subtitles, albeit with special preparation. Students will read practice sentences, do substitution drill, and answer questions based on exercises in the textbook from the first weeks of study. The students will be able to identify and use correctly a minimum of 1,000 words in all six cases (nouns, pronouns, and adjectives) and will be able to conjugate in all tenses a minimum of 100 verbs.
2. Mid-level (second year); students will engage in class discussion based on study questions of Russian language films especially designed for classroom use with vocabulary appropriate for the level. Students will prepare for class discussion in laboratory practice (100 minutes per week). Students will continue to read aloud and do exercises in the textbook. The students will be able and use correctly a minimum of 2,000 words in all six cases (nouns, pronouns, and adjectives) and will be able to conjugate in all tenses and use correctly in sentences a minimum of 300 verbs.
3. Advanced-level (third and fourth years): students will use only Russian in class in their advanced study of grammar and introduction to literary works in the original language. They will discuss topics and write short essays (1-2 pages) in Conversation and Composition courses based on vocabulary that relates to specific areas (travel, health, recreation, hobbies, geography, plant life, animal life, etc.). Students will be able to identify technical terms (minimum 300) for

aural comprehension and will use correctly in speaking 500 basic Russian verbs in all forms and 5,000 words (nouns, pronouns, and adjectives) in all cases.

4. At each stage students' **oral** proficiency will be tested using the Learning Resource Center diagnostic Russian language test and/or a Michigan State University diagnostic test based on ACTFL and ACTR (American Council of Teachers of Russian) guidelines.

Procedure for data collection and analysis

1. Data from standardized diagnostic tests will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 2: Students will achieve Intermediate-High **writing** proficiency.

Measures

1. Lower-level (first year): Students will write twenty original sentences per chapter based on new vocabulary throughout the first year of language study. At this level they will write complex sentences with relative clauses even in the first semester. At the end of the first year they will write a 100-word essay. The students will be able to identify and use correctly a minimum of 1,000 words in all six cases (nouns, pronouns, and adjectives) and will be able to conjugate in all tenses a minimum of 100 verbs.
2. Mid-level (second year): Students will continue the practice of writing twenty original sentences based on vocabulary, but on a more complex level (use of conditional [equivalent of subjunctive in English], purpose clauses, imperfective and perfective verbs, etc.). They will also write a 250-word essay. The students will use correctly a minimum of 2,000 words in all six cases (nouns, pronouns, and adjectives) and will be able to conjugate in all tenses and use correctly in sentences a minimum of 300 verbs.
3. Advanced-level (third and fourth year): Students will write essays of two pages (500 words) on topics of everyday life and literature. Students will be able to identify technical terms (minimum 300) will use correctly in writing 500 basic

Russian verbs in all forms and 5,000 words (nouns, pronouns, and adjectives) in all cases.

4. At each stage students' **writing** proficiency will be tested using the Learning Resource Center diagnostic Russian language test, and/or a Michigan State University diagnostic test based on ACTFL and ACTR (American Council of Teachers of Russian) guidelines.

Procedure for data collection and analysis

1. Data from standardized diagnostic tests will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 3: Students will achieve Advanced-Low **reading** proficiency.

Measures

1. Lower-level (first year): students will comprehend readings in the textbook that advance in size and complexity as they proceed through the textbook. By the second semester they will answer questions about the text and be able to summarize what they have read. They will read short poems in the Russian classical tradition. The students will be able to identify correctly a minimum of 1,500 words in all six cases (nouns, pronouns, and adjectives) and will be able to recognize in all tenses a minimum of 125 verbs.
2. Mid-level (second year): students will proceed in the same manner as they did in the first year with readings in the textbook. They also read heavily glossed secondary materials and can summarize them and answer questions about their content. The students will be able to identify correctly a minimum of 2,000 words in all six cases (nouns, pronouns, and adjectives) and will be able to recognize in all tenses a minimum of 300 verbs.
3. Advanced-level (third and fourth year): students will read an annotated and edited novel by the twentieth century writing team of Il'f and Petrov and watch the accompanying video; they must be able to discuss the text and answer questions about the content of the novel. The students will use a textbook that includes

reading material excerpted from Russian biographies, poems, novels, history, and geography texts; in addition, they use a workbook (in the Language Resource Center) based on the textbook. The laboratory exercises require good reading comprehension. In the literature courses the students will read entire short poems, excerpts from novels from both the nineteenth and twentieth centuries, and complete short stories by more accessible Russian writers (Pushkin, Chekhov, Il'f & Petrov) in textbooks that are highly glossed. They will discuss not only the content of the literature but also must be able to discern stylistic differences among the texts. Students will be able to identify technical terms (minimum 300) and will identify correctly 500 basic Russian verbs in all forms and 5,000 words (nouns, pronouns, and adjectives) in all cases.

4. At each stage students **reading** proficiency will be tested using the Learning Resource Center diagnostic Russian language test, and/or a Michigan State University diagnostic test based on ACTFL and ACTR (American Council of Teachers of Russian) guidelines.

Procedure for data collection and analysis

1. Data from standardized diagnostic tests will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 4: Students will achieve Advanced-Low **listening** proficiency.

Measures

1. Lower-level (first year): students will answer questions about dialogues and recorded speech that they have heard, as well as movies (with and without subtitles) that they have watched. The students will be able to identify correctly a minimum of 1,500 words in all six cases (nouns, pronouns, and adjectives) and will be able to recognize in all tenses a minimum of 125 verbs. Students will be able to comprehend at least 75% of the text the first time through.
2. Mid-level (second year): students will continue the exercises in listening comprehension they began in the first year; however, we rely more on non-subtitles works. They will also listen to texts in the Language Resource Center and prepare questions for class discussion based on what they have heard in the

lab. They will also participate in an exercise of Russian methodology that entails their listening to a short paragraph (4-5 lines) several times and then repeating as much of the paragraph as they can. The students will be able to identify correctly a minimum of 2,000 words in all six cases (nouns, pronouns, and adjectives) and will be able to recognize in all tenses a minimum of 300 verbs. Students will be able to comprehend at least 85% of the text the first time through.

3. Advanced-level (third and fourth year): students will listen to the instructor's explanations of grammar points and analyses of literature in the original language. They will then answer questions based on the instruction. Students will be able to identify technical terms (minimum 300) and will identify correctly 500 basic Russian verbs in all forms and 5,000 words (nouns, pronouns, and adjectives) in all cases. Students will be able to comprehend at least 95% of the text the first time through.
4. At each stage students **reading** proficiency will be tested using the Learning Resource Center diagnostic Russian language test, and/or a Michigan State University diagnostic test based on ACTFL and ACTR (American Council of Teachers of Russian) guidelines.

Procedure for data collection and analysis

1. Data from standardized diagnostic tests will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Student Learning Goal 2: Cultural Competency

Students will demonstrate their understanding and appreciation of the interdependency of disciplines (language, literature, history, the arts, the social sciences) they need to understand as fully as they are able the complexities and richness of Russian culture. They will come to recognize qualities that are distinctly Russian and will see how Russia in its search for national identity welcomed influences from both western and eastern cultures and made them their own.

This Goal aligns with NCA Goal 3a and CLAS Goals 1 & 2.

Objective 1: **Intercultural competency** (students will come to see how the language provides the basis for how Russians think and to comprehend how specific usages and idiomatic

constructions reveal Russian attitudes toward all of the minutiae of daily life as well as demonstrate their similarities and differences with American culture).

Measures

1. Lower and mid-levels: students will study various etymologies of words and specific uses to discern Russian attitudes to life (e.g. the fact that Russian language does not use any verb “to own” on a regular basis demonstrates their negative attitudes toward materialism).
2. Advanced-levels: (Composition and Composition): students will discuss various situations that include Russians and Americans and analyze the subtleties of vocabulary with which people of two vastly different cultures approach problems

Procedure for data collection and analysis

1. Data from standardized diagnostic tests and rubrics set down by the Russian Studies faculty will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students’ advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 2: **Competency in understanding the daily life** of a typical Russian (students will compare and contrast typical situations for Russians and Americans in the areas of work, education, social life, clothing, food, holidays, customs, religion, superstitions, and personal relationships [family, race, gender]).

Measures

1. In all levels of language classes: students will discuss vocabulary, etymology of words to reflect changing values, levels of diction to use in specific situations, manner of address in various hierarchical structures, inappropriate language usages in order not offend Russians, manners, and social customs.
2. RST 225: Introduction to Russian Culture: students will come to understand the daily life of a typical Russian in all of the areas outlined above, and will also

come to appreciate Russian accomplishments in the areas of literature, music, the visual arts, and film in the context of Russian history and geography.

Procedure for data collection and analysis

1. Data from standardized diagnostic tests and from rubrics set down by the participating Russian Studies faculty will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 3: Literary Competency (students will become acquainted with the major works of Russian literature from the nineteenth century to the present and be able to place them in historical context)

Measures

1. Students will analyze Russian texts in translation in depth in classroom lecture and discussion and in written essays of 8-10 pages each (usually two per semester) and final comprehensive examinations;
2. Students will place individual works within the context of literary history not only of Russia but of a world literature in classroom lectures and discussion and in comprehensive examinations;
3. Students will discern the importance of literary texts in the political life of Russia, especially during the soviet period through discussions and viewing of films that outline the lives and time of specific authors.
4. Students will write essays that conform to the standards of the Russian Studies Program, which stresses research skills, thesis development, and clear writing.

Procedure for data collection and analysis

1. Data from all written work will be coordinated by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 4: **Historical Competency** (students will master the facts and interpretations of Russia's history over its thousand year course and place it in a world context)

Measures

1. Students will read a major history textbook supplemented by readings from translated primary sources in all periods of Russian history;
2. Students will participate in classroom lectures and discussions in three courses of Russian history that deal with a survey that covers the history of the country, its peoples, and its culture from the origins to the Russian Revolution of 1917; the history of the Soviet Union from beginning to end; and the history of Russian thought—a course that is unique in the state of Michigan;
3. Students will write substantial historical essays based on original sources (in translation and in Russian according to the student's Russian reading proficiency) and selected secondary sources. These essays conform to the standards of the Department of History, which stresses research skills, thesis development, and clear writing.

Procedure for data collection and analysis

1. Data from the Professor of Russian history will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 5: **Competency in the Social Sciences** (students will become acquainted with Russia in the views of the social sciences, i.e. geography, political science, and economics)

Measures

1. Students will enroll and successfully complete Geography 350: Russia and its Neighbors; and/or
2. Students will enroll and successfully complete Political Science 285: Russia and Post-Soviet Politics; we also recommend that students take Political Science 282: Politics of Post-Communist Europe; and/or
3. Students will enroll and successfully complete Economics 365: Comparative Economic Systems.
4. Students will comply to the standards set by the departments of Economics, Geography, and Political Science.

Procedure for data collection and analysis

1. Data from professors in the appropriate units will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the appropriateness of courses for the major as needed.

SPANISH PROGRAM

The Major in Spanish

The B. A. in Spanish provides students with a fundamental knowledge of the discipline of Hispanic Studies so that they may go on to advanced study, a career in teaching or complementary careers. By the completion of the program, students will be familiar with the principal trends and movements of Spanish Peninsular and Spanish American literature, as well as the major authors. They will also be acquainted with the main approaches to literary texts, and have a basic knowledge of Spanish American and Spanish Peninsular cultures and history. During the two years of the program, students gain the skills necessary for successful advanced oral and written expression in Spanish.

Specifically, by the end of our program, our students should:

- be able to develop a coherent and well-reasoned argument orally and in writing.
- be knowledgeable of the cultural and artistic traditions of the various Spanish- speaking countries.
- be aware of the diversity of Spanish-speaking peoples.
- have a basic knowledge of the events, persons, institutions and social structures that have shaped Spanish and Spanish American history.
- have an understanding of the major periods, authors and genres of Spanish and Latin American literature.
- be able to place a text within its cultural context when reading.
- be able to analyze a literary text by using the critical approach most appropriate for it.
- be able to demonstrate a critical awareness of the nature of language through comparisons of Spanish and their native language.

Summary of program requirements

The Major in Spanish (Non-teaching)

The major in Spanish requires a total of 33 credits beginning with courses at the 300 level. These must include:

- Spa 321 and 322, Conversation and Composition I and II.
- One Culture and Civilization course (from Spa 310, 311, 312 or 313)
- One Survey of Literature course (from Spa 331 or 332)
- Spa 330, Introduction to Literary Analysis
- One 400 level literature course (from Spa 410, 420, 430, 440, 450, 460, 470 or 480)
- Spa 495 Cross-National Literary Movements (capstone)

The Major in Spanish (Teaching)

For education students, the Major in Spanish requires 36 credits beginning with courses at the 300 level. In addition to the above requirements for the Major, education students must also take:

- Spa 309, Advanced Grammar
- Spa 314, Spanish Teaching Methods
- A second Culture and Civilization course
- Spa 335, Introduction to Spanish Linguistics

The Minor Program

The Spanish Minor program is intended to supplement another disciplinary or professional major. By the end of our program, students should:

- Be able to read a text in their discipline.
- Be able to write a document related to their discipline (e.g. a business letter, a report on an interview, a memorandum).
- Be able to communicate in an educated manner, using the correct register and vocabulary, in Spanish.
- Be knowledgeable of the cultural differences, and artistic traditions of the various Spanish-speaking countries.

The Minor in Spanish (non-Teaching)

The Minor in Spanish consists of 21 credits, including:

- Spa 321 and 322, Conversation and Composition I and II.
- One Culture and Civilization course (from Spa 310, 311, 312 or 313)

The Minor in Spanish (Teaching)

For education students, the Minor in Spanish consists of 21 credits. In addition to the courses required for the regular minor, students choosing Spanish as a teachable minor must also take:

- Spa 309, Advanced Grammar
- Spa 314, Spanish Teaching Methods
- A second Culture and Civilization course
- Spa 335, Introduction to Spanish Linguistics

Student Learning Goal 1: All majors and minors will demonstrate functional proficiency in Spanish.

This Goal aligns with NCA Goal 3a and CLAS Goal 1.

Objective 1: Students will demonstrate a proficiency level of at least Advanced-Low in speaking.

Measures

1. Prior to enrolling in Spanish 321 (Conversation and Composition I), students will record a paragraph-level speech sample narrating past events to be assessed by a Spanish section committee according to a standardized rubric.
2. Student oral proficiency will be assessed again toward the end of SPA 322 (Conversation and Composition II) by individual interviews with their instructor and assessed by the common rubric. Students will engage in a two-way dialogue and demonstrate development towards multi-paragraph speech.
3. Majors will demonstrate continued development of multi-paragraph speech prior to enrolling in a 400-level literature course via course presentations or individual interviews with their instructors.
4. Prior to teacher assisting, minors in education will demonstrate proficiency in speaking at the extended discourse level via class presentations to be evaluated by their instructor in Spanish 314.
5. Students in education will be assessed via the Michigan Test of Teacher Certification. We target an overall pass rate of 80%.

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

Objective 2: Students will demonstrate a proficiency level of at least Advanced-Low in writing

Measures

1. Students will produce a level-appropriate written text prior to enrolling in Spanish 321 (Conversation and Composition I) to be assessed by a Spanish section committee according to a standardized rubric.
2. Students will write a course paper toward the end of SPA 322 (Conversation and Composition II) to be graded by their instructor according to a standardized rubric.
3. Students will write an analytical paper prior to enrolling in a 400-level literature course.
4. Students in education will be assessed via the Michigan Test of Teacher Certification. We target an overall pass rate of 80%.

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

Objective 3: Students will demonstrate a proficiency level of at least Advanced-Low in reading.

Measures

1. Students will complete a standardized test in the Language Resource Center to assess initial reading proficiency.
2. Students will be able to summarize plot, identify themes and symbols, construct meaning, and make relevant connections via reading comprehension exercises, in-class discussions and essay exams in Spanish 331 or 332.
3. Students in education will demonstrate reading proficiency via the Michigan Test of Teacher Certification. We target an overall pass rate of 80%.
4. Students will show comprehension of texts through literary analysis in papers and discussion in a 400-level literature course, to be evaluated by the course instructor via a standardized rubric.

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

Objective 4: Students will demonstrate a proficiency level of at least Advanced-Low in listening comprehension.

Measures

1. Students will complete a standardized test in the Language Resource Center to assess initial listening proficiency.
2. Students will listen to previously recorded materials, instructor and student presentations and identify main points and supporting details. Listening proficiency will be assessed by course instructor throughout the 300-level course sequence via written and/or oral comprehension checks.
3. Students in education will be assessed via the Michigan Test of Teacher Certification. We target an overall pass rate of 80%.

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

Student Learning Goal 2: All majors and minors will demonstrate an awareness of and appreciation for global perspectives.

This Goal aligns with NCA Goal 3a and CLAS Goals 1 & 2.

Objective 1: Students will demonstrate knowledge of the political, social, economic and cultural history of the Spanish-speaking world

Measures

1. Students will analyze cultural events and present realities of the Spanish-speaking world via exams and/or papers in Spanish 310, 311, 312 or 313.
2. Students will recognize and value the political, social, economic and cultural development of the Spanish-speaking world via oral presentations.
3. Students in education will be assessed via the Michigan Test of Teacher Certification. We target an overall pass rate of 80%.

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

Objective 2: Students will apply their knowledge of literary periods and genres of the Spanish-speaking world

Measures

1. Students will write analytical papers in Spanish 330 and 400-level literature course
2. Students will lead a literary discussion in the same courses
3. Students in education will be assessed via the Michigan Test of Teacher Certification

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

Objective 3: Students will compare target language and native language linguistic features

Measures

1. Students enrolled in Spanish 309 will analyze a speech sample of their own for the presence of a number of grammatical and linguistic elements
2. Students in Spanish 309 will analyze a written paper of their own for the presence of a number of grammatical and linguistic elements
3. Students in education will be assessed via the Michigan Test of Teacher Certification

Anticipated use of findings

The findings will serve to inform course and program review and potential modification, as well as to document on-going language proficiency development.

ADDITIONAL COMPONENTS OF THE ASSESSMENT PLAN

10. Student Goal 1 (Departmental): To increase student awareness and participation in programs of study abroad

This Goal aligns with NCA Goal 4b and CLAS Goals 2 & 4.

Objective 1: All majors and minors will be required to complete at least six hours of study abroad credit.

Measures

1. Statistics from Padnos International Center to document current participation as a baseline
2. Submit curriculum change proposal for inclusion of study abroad requirement, fall 2008

Student Goal 2 (Departmental): To enhance research competency

Students will be encouraged to write detailed research papers, present them at seminars and whenever possible at local or national conferences in the field.

This Goal aligns with NCA Goal 4b and CLAS Goal 1.

Student Goal 2 (specific to Russian Studies): Research Competency

Students will write detailed research papers on specific and interdisciplinary topics and use original sources in Russian as well as selected secondary materials in English and Russian. They will present seminar reports based on their papers and pass an oral examination that covers all of the disciplines of the major.

Objective 1: Research competency (students will write a sophisticated research paper that will be able to serve as a writing sample to send to graduate departments for admission to their programs).

Measures

1. Students will participate fully in RST 495: Russia in Context: Capstone; they will work on a senior thesis in a timely manner and in various stages, i.e. first submit a bibliography, then a first draft, and finally a polished final version;
2. Students will write all of the essays that deal with the various topics covered in the course: religion, mythology and folklore, cultural history, literature, the arts, and the social sciences.
3. Students will write essays that conform to the standards of the Russian Studies Program, which stresses research skills, thesis development, and clear writing.

Procedure for data collection and analysis

1. Data from all written work will be collected by the Russian Studies Program Director and evaluated according to rubrics for written work set forth by the faculty who participate in the program.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students' advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Objective 2: Competency in oral presentation (because the capstone is taught as a pro-seminar that prepares students for graduate study. The students will present several reports and answer critiques from the class.)

Measures

1. Students will present several oral reports on the various disciplines of the interdisciplinary major, both in an individual and group format;

2. Students will present a senior thesis to the entire class and answer questions from the professors and other class members, in effect “defend a thesis;”
3. Students will pass an oral examination that covers all of the disciplines covered in the Russian studies major.
4. Students will present oral reports that conform to the standards of the Russian
5. Studies Program, which stresses research skills, thesis development, and articulate presentation of ideas.

Procedure for data collection and analysis

1. Recorded presentations will be collected by the Russian Studies Program Director.
2. The progress of Russian Studies majors and minors will be monitored and assessed by the students’ advisors on a regular basis.

Anticipated use of findings

Close supervision of Russian Studies majors and minors will allow the program faculty to advise the students of their progress and will allow the program to adjust the content of courses as needed.

Student Goal 3 (Departmental): to increase awareness of post-graduate opportunities in the field of French, German, Spanish and Russian Studies

This Goal aligns with NCA Goal 4b and CLAS Goals 1 & 4.

Objective 1: Students will become aware of requirements for acceptance in graduate schools, not only in French, German, Spanish and Russian language and literature, but also in Francophone, Germanic, Peninsular and Latin American Area Studies as well as Russian Studies.

Measures

1. 1. Students will visit web sites of universities that offer both master and doctoral programs in French, German, Spanish and Russian language and literature, but also in Francophone, Germanic, Peninsular and Latin American Area Studies as well as Slavic languages, Russian and East European Area Studies, Russian History, and/or International Relations with an emphasis in Russian and Eastern Europe.

2. Students will visit websites of professional organizations (Modern language Association, American Association for the Advancement of Slavic Studies, American Association of Teachers of Slavic and East European Languages, American Council of Teachers of Russian, and the American Historical Association) in order to acquaint themselves with prospects in the field and for strategies for acceptance into appropriate graduate programs.

Objective 2 (specific to Russian Studies): Students will become aware of requirements for job placement in government agencies, non-governmental organizations, and the private sector.

Measures

1. Students will visit agency and organization websites;
2. Students will visit websites of the U.S. Chamber of Commerce and the U.S. Department of commerce to investigate opportunities in the private sector;
3. Students will consult with the Russian Studies Program Director, who receives regular announcements of job postings that we cannot legally post in public on our bulletin boards;
4. Students will familiarize themselves with the requirements for employment in various agencies.

Procedure for data collection and analysis

1. Continue to maintain a list of former students who have successfully attended graduate schools and who have found jobs in the field;
2. Put our current students in contact with our graduates, who can advise them;
3. Send out a survey to our former students (process to begin in Fall 2006), who can share their thoughts about their Grand Valley experience in Russian Studies with current students.

Anticipated use of findings

The data the students collect from web sites, along with the information from our successful graduates, will supplement the students' educational preparation with practical advice.

Faculty Goal 1 (Departmental): Faculty will demonstrate familiarity with proficiency-oriented instruction.

This Goal aligns with NCA Goal 3b and CLAS Goal 1.

Objective 1: Faculty will attend and participate in workshops designed to familiarize them with proficiency-oriented instruction, with particular emphasis on techniques and strategies across all courses.

Measures

1. Attendance and participation in departmental workshops to be offered every fall semester.
2. Attendance and participation in workshop offered by certified trainer from ACTFL (2007-2008)
3. Syllabi that reflect proficiency oriented instruction

Objective 2: Faculty will attend and participate in a workshop designed to familiarize them with proficiency-oriented assessment.

Measures

1. Attendance and participation in workshops
2. Prepare and implement course assessments that reflect proficiency orientation

Faculty Goal 2 (Departmental): Faculty will demonstrate increased awareness of the uses of technology in instruction.

This Goal aligns with NCA Goal 3b and CLAS Goal 1.

Objective 1: To develop Language Resource Center (LRC) workshops

Measures

1. Implementation of these workshops
2. Attendance and participation at these workshops
3. Increased participation in MLL Blackboard shared space

Objective 2: To increase participation in IT workshops

Measures

1. Attendance and participation

2. Increased participation in the MLL Blackboard shared space

Faculty Goal 3 (Russian Studies): to insure the stability of the Russian Studies Program when future staffing will become necessary

This Goal aligns with NCA Goal 3b and CLAS Goal 3.

Objective 1: to hire a new faculty member who will be able to take on all of the duties of the current director of the program and sole tenured senior professor who is likely to retire in the future (date not yet determined). These duties include teaching language, literature, and culture; coordinating the program within the unit of Modern Languages and Literatures and with other departments whose professors participate in Russian Studies (History, Geography, Economics, and Political Science); prepare students to write on the graduate and professional level, advise students about graduate opportunities, and prepare them for the next stage of their lives in the field.

Measures

1. The department of Modern Languages and Literatures will conduct a nation-wide search according to the policies of Grand Valley State University.
2. The department will choose a candidate who will be able to lead the program through a period of transition without losing enrollment and to maintain the stability, quality, and respected national reputation of the Russian Studies Program.

Objective 2: to hire a native speaker who will teach upper-level Russian classes that concentrate on conversation and conversation, literature in the original language, and selected areas of linguistics (phonetics, verb morphology, the Russian root word formation system, etc.)

Measures

1. The department of Modern Languages and Literatures will conduct a search according to the policies set down by the institution.
2. The department will choose a candidate with an advanced degree in Slavic Languages and Literatures with a specialty in Russian (either literature or linguistics, preferably to complement the area of expertise of the new program director.)

Program Goal 1 (Departmental): To provide increased opportunities for interactions in the classroom among students and between instructor and students

This Goal aligns with NCA Goal 4a and CLAS Goal 4.

Objective 1: To bring class size in line with discipline-specific norms in order to enhance target language proficiency

Measures

1. Decreased class size to the Association of Departments of Foreign Languages recommendation of no more than 20 students per class
2. Increased target language proficiency

Program Goal 2 (Departmental): The program will promote and ensure thorough understanding of the program.

This Goal aligns with NCA Goal 4a and CLAS Goal 4.

Objective 1: To build stronger student-to-student and faculty-to-student communities

Measures

1. Obtain student feedback from major and minor program questionnaire
2. Promote formal and informal meetings with students and faculty
3. Information will be made available on the web
4. Informational sessions on study abroad will be conducted beginning fall 2006

Program Goal 3 (Departmental): The Department of Modern Languages and Literatures will assist the General Education Subcommittee in assessing General Education student learning outcomes.

This Goal aligns with NCA Goal 4a and CLAS Goal 4.

Objective 1: The Department of Modern Languages and Literatures will identify member(s) to serve on General Education Peer Groups for the purpose of assessing student learning outcomes.

Objective 2: The Department of Modern Languages and Literatures will assist the General Education Subcommittee in collecting assessment data from students in General Education courses.

Objective 3: The Department of Modern Languages and Literatures will review and respond to the General Education Subcommittee about suggestions for improvements, if any are identified by the Peer Group or the General Education Subcommittee.

Program Goal 4 (Russian Studies): Russian Studies will revise the program in order to sustain a two-track major that retains the present system of requirements and adds a language/literature option.

This Goal aligns with NCA Goal 4b and CLAS Goal 1.

Objective 1: to increase language offerings on a rotating, but timely, basis in order to provide students with sufficient language training to prepare them for graduate study and/or employment in their field during the course of the next four years.

Measures

1. Convert past Russian 380/480 courses (Phonetics, Techniques of Translation, Syntax & Stylistics, Word Formation, Contemporary Russian Culture, and Introduction to Russian Poetry) into regular offerings that conform with courses taught at universities that offer Russian majors;
2. Add new courses in Russian language like Basic Structure of Russian, Business Russian, and a Scientific Russian course that would also incorporate current Informational Technology vocabulary;
3. Make RST 380—Dostoevsky a regular course (based on the popularity of this particular offering outside of Russian Studies in the departments of Philosophy, Liberal Studies, and Psychology);
4. Split one existing literature in translation course, RST 333—Russian Literature in Translation 1932→ present into two: RST 333—Russian Literature in Translation 1932-1980 and RST 334—Russian Literature in Translation 1980→present. The periodization of the Russian literature in translation courses is based on standard practice that rises out of historical context;
5. Add courses in literature in the original (Pushkin) and in translation (Tolstoy, Russian Drama) that would parallel offerings at other universities.

Procedure for data analysis and collection

1. Collect data on Russian language and literature majors from other universities;
2. Collect data from a survey (to be sent out via the internet in the fall of 2006) to our graduates to see what courses would have benefited them in their post-GVSU experience;
3. Collect data from a survey (to be sent to our current students in the fall of 2006) to our current majors and minors to see where their primary interests lie.

Anticipated use of findings

With the data in hand we will design a second track in the Russian Studies Major that will most benefit our current and future students.

Program Goal 5 (Spanish): Beginning and intermediate Spanish classes will have a more cohesive program articulation

This Goal aligns with NCA Goal 4c and CLAS Goal 4.

Objective 1 - Instructors will collaborate to achieve course goals.

Measures

1. Instructors will attend workshops and meetings directed by course coordinators
2. Coordinators and instructors will develop common assessment guidelines

Program Goal 6 (Spanish): Students will be provided more opportunities to fulfill their major/minor requirements in a reasonable time frame.

This Goal aligns with NCA Goal 4c and CLAS Goal 4.

Objective 1 - To increase course offerings at the 300-level

Measures

1. New courses will be developed in Southern Cone literature, Theater and Linguistics.
2. These new courses will be proposed to the University Curriculum Committee during the year 2008.
3. Approved courses will begin being implemented in 2009.

Objective 2 - Expansion of specializations to include a linguistics track

Measures

1. New courses will be developed at the 300 and at the 400 level. Offerings in Linguistics need to be expanded to create a Linguistics track parallel to the Literature track.
2. New courses will be proposed at the University Curriculum Committee starting in 2008-2009.

3. Approved program will be implemented once the addition of a Linguistics track in the Spanish program is in place.

Program Goal 7 (Spanish): The program will ensure that students take courses in the appropriate sequence.

This Goal aligns with NCA Goal 4c and CLAS Goal 4.

Objective 1: Course numbering will reflect the logical progression of coursework.

Measures

1. Submission of program change proposal to University Curriculum Committee
2. Informational meetings for majors and minors meeting will be offered at the beginning of the academic year
3. Registration will ensure appropriate course sequencing

Program Goal 8 (Spanish): To increase student awareness of Spanish-speaking cultures by connecting students with the neighboring Hispanic communities.

This Goal aligns with NCA Goal 4d and CLAS Goals 4 & 5.

Objective 1: To incorporate opportunities for interactions such as service learning projects and interviews into our classes.

Measures

1. Incorporation of opportunities in course offerings
2. Student participation in these opportunities
3. Student perceptions via the Major/Minor Questionnaire

Program Goal 9 (Spanish): The program will have a greater degree of grading standardization

This Goal aligns with NCA Goal 3b and CLAS Goal 1.

Objective 1: Faculty grading standards be more uniform

Measures

1. Attendance and participation in departmental meetings to discuss common assessment guidelines and expectations

2. The development of common guidelines in accordance with ACTFL proficiency expectations.
3. The implementation of the common guidelines in accordance with the assessment plan. Coordinators of each section to oversee implementation.
4. Evaluation of the implementation of the common guidelines in Self-Study (Due in May 2008)

We are committed to greater communication among faculty members to collaborate and improve the MLL curriculum. We will schedule several departmental meetings devoted to discussions on assessment and further strategic planning complementing our annual fall departmental workshop on language teaching development and pedagogy. We recognize the importance of understanding and applying the ACTFL guidelines for the profession of foreign language teaching and we will devote funding to bring language acquisition specialists to our campus for on-going training of all MLL faculty members (starting fall 2007).

We intend to continue our very successful Outreach program, designed to create a bridge and facilitate communication between local foreign language educators (primarily at the High school level) and college instructors.

We will continue to stress the importance of support for less commonly taught languages such as Arabic, Chinese, Japanese and Russian. We need to make sure these programs have adequate staffing (full time faculty members rather than Adjunct whenever possible).

While we recognize that each language program has unique needs and challenges, we want to stress the importance of common goals that emphasize excellence in language teaching and learning. This will be accomplished through the reduction of class size, the hiring of additional permanent full-time faculty members and revisions of our curriculum as warranted by individual program needs.