

College: Liberal Arts

Department: Modern Languages

Academic Programs Reviewed:

Program 1. French - BA

Program 2. German - BA

Program 3. Spanish - BA

Program 4. Chinese Studies (minor)

Program 5. French (minor)

Program 6. German (minor)

Program 7. Russian Studies (minor)

Program 8. Spanish (minor)

**Program Review Committee**

Committee member 1. Dr. Kirsten Halling, Associate Professor of French, Committee Chair

Committee member 2. Dr. Ksenia Bonch Reeves, Associate Professor of Spanish

Committee member 3. Ms. Haili Du, Lecturer of Chinese

Committee member 4. Dr. Elfe Dona, Associate Professor of German

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Department Chair, Dr. Marie Hertzler



Dean, Dr. Kristin Sobolik

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## Program 1. **French - BA**

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	22	36	50	36	34
Graduates	11	5	11	10	9

### Program description

The major in French entails a profound study of the language, history, culture, literature and film of France and the Francophone world. All elementary through advanced-level classes are designed to progressively develop students' oral and written proficiency and cultural confidence and are conducted exclusively in the target language. Thematically cohesive courses in composition and conversation equip students with advanced communication skills that can be used effectively in academic, social and professional contexts. Beginning through advanced-level classes build intercultural competence through the incorporation of cultural, literary, historic, filmic, political and sociological study. Study abroad is encouraged, and many students fulfill some requirements for the French major in two-week to one-year long individual exchanges, teacher-led courses abroad and consortium sites in France and French-speaking countries. The French major is particularly useful for students wishing to enter globally oriented careers in business, education, international development, government, journalism, law, communications, translation, interpretation, travel industry, health professions and scientific fields.

### Alignment with university mission, strategic plan

The French major promotes retention through relatively small classes with an emphasis on small group interaction, proficiency training and student-teacher contact. Extracurricular and in-class activities instill in students cultural sensitivity, linguistic confidence, intellectual flexibility and a high degree of preparedness for international careers. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, peer instructors, Office of Disability Services readers and note-takers, French Club officers. The program provides students with many opportunities to develop collaborative and leadership skills both inside and outside the classroom. Students have the opportunity to take classes that dovetail with their career goals and academic interests, such as French for Business, Applied Elementary Language Instruction, Cinema Studies, French and Francophone African Culture and History, and French Gastronomy. Students enhance public speaking skills by completing presentational class projects in the form of skits, movie shorts, group and individual research presentations to peers and/or local high school French classes.

French majors learn to value and support community engagement by enrolling in at least one service-learning designated class that involves weeks of preparation for the annual French Immersion Day during which they assume leadership roles and facilitate group activities and lessons. Students may also register for an international internship program where they teach lessons on American culture to students in an at-risk high school. Those students who qualify for Departmental Honors may prepare an in-depth project focusing on an area of expertise, including projects involving service to the Dayton area French-speaking community.

## **Program distinctiveness**

Our dynamic faculty members have expertise in French for Business (MBA), Francophone African Studies, 20<sup>th</sup> and 21<sup>st</sup> Century French Literature and Culture, Phonetics, and Language Immersion Pedagogy. We have faculty trained in the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (Abadie, OPI Rater, 2012), who teach French Conversation and Oral Proficiency courses using the most widely recognized language-acquisition methodologies. One faculty member has served as a reader for the High School French AP Tests for five years (Abadie, 2007-2011). Faculty members participate in and hold leadership roles on the Ohio Board of Regents Faculty Writing Panel for the standardization of college-level course objectives and one holds a leadership position on the Ohio Board of Regents Transfer Agreement Panel (Halling).

In 2003, the French Program began the first and longest running professor-led Ambassador Program at Wright State. In the ensuing years, we have taken more than 180 students to France on a target-language on-site historic tour of Paris and Normandy. In 2012, we added an optional internship component to the program, involving home stay and teaching lessons on American culture and language to French adolescents in an at-risk school in Bordeaux, France. In 2013, we established an endowed scholarship to help students in financial need to realize their dream of discovering France.

We have added permanent Service-Learning (SRV) designations to two courses (FR 3110 French Conversation and FR 3120 Oral Proficiency in French). Both of these courses involve working with area high school and junior high French language teachers and learners.

Our Applied Elementary Language Instruction series allows students to observe and facilitate elementary-level college courses. Students present cultural lessons and work with elementary students in small group work while keeping a journal about their classroom experience.

We maintain a very strict French-only policy in the classroom and during extra-curricular events. Students quickly develop reflexes in the target language and learn to "think outside the box" when they lack vocabulary. Our strong emphasis on enjoyable extra-curricular learning opportunities gives students multiple opportunities to practice the language in a comfortable setting. Our regular extracurricular activities include: conversation groups, workshops, guest speakers, karaoke nights, film nights and field trips to cultural venues.

We currently oversee a successful Dual Enrollment Program with one school in Ohio (Delaware Schools).

We have revamped our program to include dynamic new upper-level courses (film, cuisine, comic book studies, etc.). In addition, we constantly revise our elementary and intermediate-level courses to reflect current practices and the national standards in language education.

## **Recognitions of quality of the program**

Our faculty members and program have received many awards recognizing our service to the university and community, including: the Ohio Foreign Language Association Outstanding Foreign Language Program Award (2009), WSU Center for Teaching and Learning Award for Faculty Development (2009, Hertzler), Excellence in Writing Across the Curriculum (Halling, 2009), The CoLA Outstanding Advisor Award (Halling, 2009), Southwestern Ohio Council on Higher Education Award for Faculty Excellence in Teaching (Hertzler, 2009; Abadie, 2011), The President's Award for Excellence: Outstanding

Collaborative Unit: Dual Enrollment Program (2010), The Ohio Foreign Language Association's Ed Allen Award for Outstanding College Language Instructor (Halling, 2010), Les Palmes Académiques (Halling, 2010), Outstanding instructor for Wright State University (Abadie, 2010). Wright State's International Education Award (Halling, 2014); The Ohio Foreign Language Association's Best of Ohio Conference Award (Abadie, Halling, 2010), Central States Conference of the Teaching of Foreign Languages All Stars (Abadie, Halling, 2010; Hertzler, 2012), The Ohio Foreign Language Association's Conference All Stars (Hertzler, 2012 & Daddah, 2014), Honorary Speakers, Michigan World Language Conference (Abadie, Halling, 2011).

Many of our faculty members have held elected officer positions in the Ohio American Association for Teachers of French (Halling, Abadie, Vice-President and President; Daddah, Hertzler, Treasurer) and in the Ohio Foreign Languages Association (Abadie, Delegate). These organizations allow us to reach out to and collaborate with local French teachers. Many of us hold memberships (Abadie, Daddah, Halling, Hertzler) and officer positions (Halling, President & Chair of Student Exchanges) in the Oakwood Sister City Association, which allows us to engage in collaborative projects involving our students and community members.

### **Program learning outcomes**

- Graduates of the program will be able to understand, speak, read and write French at an "Intermediate High / Advanced Low" level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a French-speaking society and in any culturally complex situation.
- Graduates will have a strong foundation in the geography, history and literary tradition of the French-speaking world
- Graduates will understand the impact France and French culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

The primary method of assessment for French majors is based upon the successful completion of coursework. Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages' National Standards in Language Education.

Required courses FR 3110 French Conversation and FR 3120 Oral Proficiency in French develop students' speaking confidence and fluency; FR 3210 Writing in French and FR 3220 Advanced Writing in French teach students about the many different types of writing: analytical, creative, business, etc. FR 3510 French Civilization ensures that students understand the historical underpinnings of today's French Republic; FR 3310 Survey of French Literature gives students a solid foundation in French poetics and prose; FR 3610 French Phonetics teaches students the international phonetic alphabet and gives them a profound understanding of French pronunciation and intonation; FR 3320 Francophone African Literatures and Cultures gives students an understanding of French colonization and its lasting effects on today's French-speaking African countries. In addition to these required courses, students take special

topics courses on film, business, pedagogy, comic book studies, literature, etc. that allow them to develop critical thinking skills in French and a nuanced approach toward culture.

Each year, we assess students who have completed the basic two-year French sequence (FR 2020 Intermediate II) with the WebCape online test. In addition, majors wishing to pursue careers in teaching are assessed for Oral and Written Proficiency according to the criteria set by ACTFL (The American Council for Teachers of Foreign Languages). Most of these majors graduate at the Advanced Low or Intermediate High Levels of Proficiency on OPI (Oral Proficiency Interview) or WPT (Written Proficiency Test). An ACTFL-certified OPI tester on faculty works with teaching candidates on strategies for improving proficiency.

In 2010, the Department of Modern Languages abandoned its capstone “Cultural Catechism Test” for language majors given its many flaws. It was, in essence, a test based on rote memorization that had become outdated and no longer reflected the Department’s values.

### **Summary of assessment findings for past five years**

Since no test has replaced the capstone “Cultural Catechism” test that was once given to all Modern Language majors, our assessment program is entirely based on student success in the major courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students’ progress towards program learning outcomes.

### **Major curricular changes since last review (or past five years)**

- All French courses were redesigned and renumbered during the semester conversion in 2012.
- The French major was redesigned during the semester conversion in 2012.
- FR 3110, FR 3120 (permanent Service-Learning [SRV] designation added)
- FR 4940/6940 Filmic Representations of French Cuisine: La Cuisine dans le cinéma français
- FR 3500 French Ambassador Program added as a permanent course
- FR 4640/6460 Littérature et film du Canada francophone
- FR4920/6920 Occupation Collaboration and Resistance in French Film
- FR 4650/6650 Is Anything Sacred? French Comic Books and Free Speech

### **Graduate placement data, employer satisfaction**

Based on a survey of 199 French program alumni compiled of 90 French majors and 109 French minors, we collected the following data:

Post-graduate studies: 3 Ph.D’s; 35 Master degrees (French, Teaching, Law, Library Science, Computer Engineering, Chemistry, Seminary, International and Comparative Politics, Translation Studies, MBA, Medicine) from various universities (Florida State, Bowling Green State University, University of Dayton, Ohio University, Ohio State University, Université de Paris, Université Catholique d’Angers, Southern New Hampshire University, Lincoln Memorial University, University of Cincinnati, Wright State University, etc.)

Current career fields of French majors surveyed include: French teacher (18); Store Manager (6); Pastor (4); Librarian (4); College Instructor (4); Computer Engineer (3); Human Relations (3); Stay home mom (3); Study Abroad Specialists (2); other careers include: Fraud investigator, Senior Vice-President, Peace Corps, Nurse, Production Associate, Global Trade Import Specialist, Service Studio Rep, Stand-up Comedian, Musician, Carpenter, Army Reserves, Military Information Support Battalion, United States Army officer, etc.

**If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 2. German - BA

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	12	12	6	4	11
Graduates	4	4	2	0	3

### Program description

The major in German offers students the study of the language, history, culture, literature and business of German and German-speaking countries. At all levels from the beginning to advanced courses, courses lead students step by step through increasingly complex oral and written proficiency levels. German language courses systematically develop all four language skills (listening, speaking, reading, and writing), while focusing on context, culture, and communication during language acquisition. Courses are offered in composition and conversation that provide students with the writing and communication skills that are required in upper-level courses where students take part in discussions about special topics on German politics, history, music, art, literature and business. While completing the course work for their German major, students are encouraged to go on short, two-week study abroad trips, complete a longer internship program in a German-speaking country, or study one semester or one year abroad. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, peer instructors, Office of Disability Services readers and note-takers, German Club officers. A major in German enhances students' intercultural competence and cultural sensitivity, a skill that is useful in many positions such as business, education, teaching, government, journalism, law, health and science professions.

### Alignment with university mission, strategic plan

The German major program in the Department of Modern Languages at Wright State University is dedicated to preparing well-rounded students by developing critical thinking, strategies for effective communication and problem solving skills and is thus closely aligned with the mission of the University Strategic Plan. The German program achieves retention and graduation by offering small classes with emphasis on group work, review opportunities and close student-teacher interaction. Many extracurricular and in-class projects incorporate local German-speaking speakers and exchange partners, who provide students with additional speaking opportunities and cultural training. In addition to studying the literature of German-speaking countries, German majors are introduced to German philosophers, German scientists, writers, business leaders, historians, etc. Study abroad options allow students to experience Germany's culture firsthand.

### Program distinctiveness

- German and Spanish offered the first-ever fully online courses in the Department of ML
- Professor-led and Instructor-led Ambassador Programs to Germany in 2008, 2013
- One SRV course ("German-American Contributions") and one course on Social Media
- Applied Elementary Language Instruction Series

- Continued Development of new upper-level courses (German-American, film, etc.)
- Opportunity for students to work as Supplemental Instructors (SIs), university tutors

### **Recognitions of quality of the program**

- Second Vice President of German American Association of Teachers of German (Dona, 3 years)
- WSU Center for Teaching and Learning Award for Innovative Excellence in Teaching, Learning, and Technology (Dona, 2011)
- Dr. Elfe Dona was invited to present on the European Union Crisis in Pennsylvania (AATG – Pennsylvania). All travel expenses were paid.
- Two German Immersion Days for high school students (Dona, 2011; Sturdevant, 2014); One study abroad program to Germany (Sturdevant)
- Examiner Certificate Schooling completed at the Goethe Institute in Chicago, learned how to test and evaluate students who want to pass B1, B2 and C1 levels of the Common European Framework of Reference for Languages (*Gemeinsamer Europäischer Referenzrahmen*, GER); these reference standards are accepted as the European standard for rating an individual's language proficiency (Dona, Sturdevant, 2014)
- Education Abroad Academic Advisor Award (Dona, 2009)
- ML faculty support the CEHS Multi-Age World Languages program (M. Ed; licensure in French, German, Spanish) received National Recognition from its most recent NCATE Council for the Accreditation of Educator Preparation /Council for the Accreditation of Educator Preparation (CAEP) review and Ohio Board of Regents approval.

### **Program learning outcomes**

- Graduates of the program will be able to understand, speak, read and write German at an “Intermediate High / Advanced Low” level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a German-speaking society and in any culturally complex situation.
- Graduates will have a strong foundation in the geography, history and literary tradition of the German-speaking world, and will understand the impact Germany and German culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

The primary method of assessment for German majors is based upon the successful completion of coursework. Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages' National Standards in Language Education.

Required courses GER 3110 German Conversation I and GER 3120 German Conversation II develop students' speaking confidence and fluency; GER 3210 Writing in German and GER 3220 Advanced Writing in German teach students the many different types of writing: expository, descriptive, persuasive, and narrative writing. GER 3510, German Culture and Civilization, ensures that students understand the cultural context in which German occurs; GER 3310 Survey of German Literature I and GER 3320 Survey of German Literature II provide students with a solid foundation in German literature;

GER 3610 German Phonetics teaches students the International Phonetic Alphabet and gives them an understanding of German pronunciation and intonation; In addition to these required courses, students take special topics on business, pedagogy, technology, etc. that allow them to develop critical thinking skills in German and a nuanced approach toward culture.

Each year, we assess students who have completed the basic two-year German sequence (GER 2020 Intermediate II) with the WebCape online test. In addition, majors wishing to pursue careers in teaching are assessed for Oral and Written Proficiency according to the criteria set by ACTFL (The American Council for Teachers of Foreign Languages). Most of these majors graduate at the Advanced Low or Intermediate High Levels of Proficiency on OPI (Oral Proficiency Interview) or WPT (Written Proficiency Test). An ACTFL-certified OPI tester on faculty works with teaching candidates on strategies for improving proficiency.

### **Summary of assessment findings for past five years**

In 2010, the Department of Modern Languages abandoned its capstone “Cultural Catechism Test” for language majors given its many flaws. It was, in essence, a test based on rote memorization that had become outdated and no longer reflected the Department’s values. Unfortunately, no test has replaced the capstone test, so our assessment program is entirely based on student success in the major courses.

### **Major curricular changes since last review (or past five years)**

- All German courses were redesigned and renumbered during the semester conversion in 2012.
- The German major was redesigned during the semester conversion in 2012.
- GER 3990/GER 5990 German-American Contributions (SRV designation was added)
- GER 3500 German Ambassador Program added
- GER 1010 and GER 1020 offered as completely online courses
- GER 4030/SPN 4030 offered as one completely online course

### **Graduate placement data, employer satisfaction**

Our graduates have pursued a variety of teaching and professional careers. Recent graduates have jobs as area schoolteachers, WPAFB contractors, and customer service representatives. Others pursued advanced degrees in medicine and in international business, and earned M.A. degrees in German language, literature, and translation.

### **If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 3. Spanish - BA

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	70	72	76	70	64
Graduates	11	11	16	15	25

### Program description

The major in Spanish entails a profound study of the language, history, culture, literature and film of the Spanish-speaking world. All elementary through advanced-level classes are designed to progressively develop students' oral and written proficiency and cultural confidence and are conducted exclusively in the target language. Thematically cohesive courses in composition and conversation equip students with advanced communication skills that can be used effectively in academic, social and professional contexts. Beginning through advanced level classes build intercultural competence through the incorporation of cultural, literary, historic, filmic, political and sociological study. Study abroad is encouraged, and many students fulfill requirements for the Spanish major in two-week to one-year long individual exchanges, teacher-led courses abroad and consortium sites in Spain and Latin America. The Spanish major is particularly useful for students wishing to enter globally oriented careers in business, education, international development, government, law and law enforcement, communications, medical professions, translation, interpretation, travel industry, health professions, and social work.

### Alignment with university mission, strategic plan

The Spanish major promotes retention through relatively small classes with an emphasis on small group interaction and student-teacher contact. Extracurricular and in-class activities instill in students cultural sensitivity, linguistic confidence, intellectual flexibility and a high degree of preparedness for international careers. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, peer instructors, Spanish Club officers. Students have the opportunity to learn Spanish tailored to their chosen careers, including medicine/nursing, law enforcement, social work, and business.

The program provides students with many opportunities to develop collaborative and leadership skills both inside and outside the classroom through service learning and participating in the annual Spanish Immersion Day. Our faculty and students are actively engaged with the local community by participating in Latino celebrations and heritage days such as Orgullo Mexicano, Health Fair, events at the Centerville Public Library, and translating for the local Latino community. These community engagement activities are incorporated into language classes at the 1000, 2000, and 3000 levels or run by the Spanish club. Those students who qualify for Departmental Honors may prepare an in-depth project focusing on an area of expertise, including projects involving service to the Dayton area Spanish-speaking community. Students may also register for an internship program in the local social service organizations working with the Latino community.

### **Program distinctiveness**

- Special focus on Spanish for professions. We teach a full year each of Spanish for Business, and Law Enforcement and Social Work Personnel, and Spanish for Medical Professions.
- Integration of service learning and community-based learning in basic and advanced courses. -Online/hybrid offerings. Faculty have been awarded a teaching Enhancement grant, “Connecting the WSU Campuses through the creation of Spanish blended learning classes.”
- Student-authored online literary magazine, “Con la pluma entre dos mundos” (“A Pen between Two Worlds”)
- Spanish Immersion Day for area high school students and teachers
- Award-winning Dual Enrollment Program with Ohio high schools

### **Recognitions of quality of the program**

The Modern Languages Dual Enrollment Program won the Presidential Excellence Award for an Outstanding Collaborative Unit (2010). Spanish faculty have received several campus-wide, community-wide, and international awards. These include Excellence in Writing Across the Curriculum and Excellence in Service Learning Recognition awards. Faculty research and creativity have been recognized by the Paul Laurence Dunbar Memorial Poetry Prize (Petreman, 2013; Garrison, 2009). In addition, Dr. Damaris Serrano has won several national literary prizes for her books and essays in her native Panama. Among students, senior Larissa Swartz won the prestigious Sigma Delta Pi Scholarship for summer study in Spain.

### **Program learning outcomes**

- Graduates of the program will be able to understand, speak, read and write Spanish at an “Intermediate High / Advanced Low” level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a Spanish-speaking society and in any culturally complex situation.
- Graduates will have a strong foundation in the geography, history and literary tradition of the Spanish-speaking world.
- Graduates will understand the impact Spain and Spanish culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

The primary method of assessment for Spanish majors is based upon the successful completion of coursework. Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages’ National Standards in Language Education.

Spanish majors take 3000-level courses, such as SPN 3110 Spanish Conversation and SPN 3120 Advanced Spanish Conversation, which are designed to develop students’ speaking confidence and fluency; SPN 3210 Writing in Spanish and SPN 3220 Advanced Writing in Spanish teach students about the many different types of writing: analytical, creative, business, etc. SPN 3510 Spanish Civilization ensures that

students understand the historical underpinnings of today's Spanish Republic; SPN 3310 Survey of Spanish Literature gives students a solid foundation in Spanish poetics and prose; SPN 3610 Spanish Phonetics teaches students the International Phonetic Alphabet and gives them a profound understanding of Spanish pronunciation and intonation; SPN 3320 Survey of Spanish-American Literatures introduces students to innovative practices of Latin America's literary giants, and SPN 3440 Spanish-American Culture gives students an understanding of Spanish colonization and its impact on modern Spanish-speaking countries. In addition to these required courses, students take special topics courses on film, business, pedagogy, literature, etc. that allow them to develop critical thinking skills in Spanish and a nuanced approach toward culture.

Students completing the basic two-year Spanish sequence are assessed every year by taking a WebCape test. In addition, majors wishing to pursue careers in teaching are assessed for Oral and Written Proficiency according to the criteria set by ACTFL (The American Council for Teachers of Foreign Languages). Most of these majors graduate at the Advanced Low or Intermediate High Levels of Proficiency on OPI (Oral Proficiency Interview) or WPT (Written Proficiency Test). An ACTFL-certified OPI tester on faculty works with teaching candidates on strategies for improving proficiency.

### **Summary of assessment findings for past five years**

Since no test has replaced the capstone "Cultural Catechism" test that was once given to all Modern Language majors, our assessment program is entirely based on student success in the major courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students' progress towards program learning outcomes.

### **Major curricular changes since last review (or past five years)**

- All Spanish courses were redesigned and renumbered during the semester conversion in 2012.
- The Spanish major was redesigned during the semester conversion in 2012.
- We expanded our offerings for professions by adding SPN 2210 and SPN 2220, Intermediate Spanish for Medical Professions I and II, Online/Hybrid offerings in SPN 1010-2020, and SPN 1020, Beginning Spanish II (Second Semester Spanish for Service Learning).
- We expanded offerings for majors by adding SPN 4030, Interactive Technology.
- We added a social-services-oriented internship for seniors in the local Hispanic community.

### **Graduate placement data, employer satisfaction**

Our graduates have pursued a variety of teaching and professional careers. Recent graduates have jobs as area schoolteachers, WPAFB contractors, and customer service representatives. Others pursued advanced degrees in medicine and in international business, and earned M.A. and Ph.D. degrees in Spanish language, literature, and translation.

### **If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 4. Chinese Studies (minor)

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	1	1	10	10	16
Graduates	0	2	6	3	9

### Program description

The Chinese Studies Minor is a collaborative program that consists of language study combined with courses on Chinese politics, history and religion offered by other academic departments. The language component consists of all elementary through advanced-level classes that are designed to progressively develop students' listening, speaking, writing and reading proficiency and cultural confidence and are conducted exclusively in the target language. Students also are required to take certain courses such as Chinese religion, Chinese foreign and domestic policies and Chinese business practices. Study abroad is encouraged. Each year, some students study abroad at partner universities in China for a semester language and culture course; and every other year, the program offers a three-week Ambassador Program to China that takes students to four or five well known cities to visit the historical and cultural sites; this trip includes a one week language immersion course at a partner university. Chinese studies students often pursue careers in fields such as teaching English or global business.

### Alignment with university mission, strategic plan

The Chinese Studies minor promotes retention through relatively small classes with an emphasis on small group interaction, proficiency training and student-teacher contact. Each student is also provided with an international student exchange partner from China. This partnership program makes it possible for the students to learn the language and culture first hand. Extracurricular and in-class activities instill in students cultural sensitivity, linguistic confidence, intellectual flexibility and a high degree of preparedness for international careers. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, Chinese Club officers and translators in elementary schools for new immigrants from China. At the end of each semester students complete class projects in the form of skits, videos, and individual and group presentations to peers.

### Program distinctiveness

- Professor-led Ambassador Program since 2010
- Study Partnerships with International students from China (Chinese language students are paired with Wright State international students from China or Taiwan to help each other learn Chinese and English.
- Development of dynamic, new intermediate and upper-level courses
- Chinese Immersion Day for area high school students and teachers
- Award-winning Dual Enrollment Program with Ohio high schools

### **Recognitions of quality of the program**

- The Modern Language Dual Enrollment Program won the Presidential Excellence Award for Outstanding Collaborative Unit (2010)
- Invited Guest Teacher for StarTalk at University of Virginia; Guest Speaker for Confucius Institute in Cleveland & Columbus (Broadstock, 2013, 2014)
- CoLA Outstanding Instructor Award (Du, 2013)
- Presidential Award for Faculty Excellence (Du, 2013)

### **Program learning outcomes**

- Graduates of the Chinese Studies Minor program will be able to understand, speak, read and write Chinese at an "Intermediate Mid" level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a Chinese-speaking society and in any culturally complex situation.
- Graduates will have a foundation in one or more of the following areas: geography, history and literary tradition of the Chinese-speaking world.
- Graduates will understand the impact China and Chinese culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

We do not have an assessment plan beyond successful completion of minor-level coursework to determine the proficiency levels of Chinese minors. Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages' National Standards in Language Education.

Chinese Studies Minors take 1000 and 2000-level Chinese courses CHI 1010/1020/2010/2020, which give students bases in the language and prepare them for more advanced courses. The students completing the Chinese Studies minor are required to take 3000-level CHI 3010/3020 Advanced Chinese, courses that concentrate on sophisticated reading, writing, speaking and listening skills; CHI 2210 Introduction to Chinese Characters introduces students to a systematic theory of Chinese character structures and calligraphy. Once minor candidates have taken the pre-req courses, they may enroll in special topics courses on film-CHI 3990, business-CHI 3250, composition-CHI 3210/3220, Chinese Multimedia-CHI 4030, etc. These courses allow them to develop critical thinking skills in Chinese and a nuanced approach toward culture. Study abroad is encouraged as a means of obtaining first-hand knowledge of modern cultural and linguistic practices.

### **Summary of assessment findings for past five years**

Our assessment program is entirely based on student success in the minor courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students' progress towards program learning outcomes.

**Major curricular changes since last review (or past five years)**

- CHI 3010/3020 Advanced Chinese I & II (taught in Chinese)
- CHI 3210/3220 Chinese Composition (taught in Chinese)
- CHI 2210 Introduction to Chinese Characters (taught in Chinese)
- CHI 4030 Multimedia Chinese (taught in Chinese)
- ML 3990 Chinese Culture through Film (taught in English)

**Graduate placement data, employer satisfaction**

- Students received WPAFB internship or employment by taking a Chinese language proficiency test conducted by WPAFB.
- Many students with the Chinese Studies minors teach English in Chinese universities or work in global companies. For five years, the Hubei Medical School has hired WSU students to teach ESL courses.

**If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 5. French (minor)

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	34	34	31	28	26
Graduates	9	12	16	7	8

### Program description

The minor in French entails a general study of the language, history, culture, literature and/or film of France and the Francophone world. It consists of two elementary courses, two intermediate courses and four upper-level French courses, all taught in the target language. All elementary through advanced-level classes are designed to progressively develop students' oral and written proficiency and cultural confidence and are conducted exclusively in the target language. Thematically cohesive courses in composition and conversation equip students with solid communication skills that can be used effectively in academic, social and professional contexts. Beginning through advanced-level classes build intercultural competence through the incorporation of cultural, literary, historic, filmic, political and sociological study. Study abroad is encouraged, and many students fulfill some requirements for the French minor in two-week to one-year long individual exchanges, teacher-led courses abroad and consortium sites in France and French-speaking countries. The French minor is particularly useful for students wishing to enhance their major field of study in order to be best prepared to enter globally oriented careers in business, education, international development, government, journalism, law, communications, translation, interpretation, travel industry, health professions and scientific fields.

### Alignment with university mission, strategic plan

The French minor promotes retention through relatively small classes with an emphasis on small group interaction, proficiency training and student-teacher contact. Extracurricular and in-class activities instill in students cultural sensitivity, linguistic confidence, intellectual flexibility and a high degree of preparedness for international careers. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, peer instructors, Office of Disability Services readers and note-takers, French Club officers. The program provides students with many opportunities to develop collaborative and leadership skills both inside and outside the classroom. Students have the opportunity to take classes that dovetail with their career goals and academic interests, such as French for Business, Applied Elementary Language Instruction, Cinema Studies, French and Francophone African Culture and History, and French Gastronomy. Students enhance public speaking skills by completing presentational class projects in the form of skits, movie shorts, group and individual research presentations to peers and/or local high school French classes.

French minors learn to value and support community engagement by enrolling in at least one service-learning designated class that involves weeks of preparation for the annual French Immersion Day during which they assume leadership roles and facilitate group activities and lessons. Students may also register for an international internship program where they teach lessons on American culture to students in an at-risk high school.

## **Program distinctiveness**

Our dynamic faculty members have expertise in French for Business (MBA), Francophone African Studies, 20<sup>th</sup> and 21<sup>st</sup> Century French Literature and Culture, Phonetics, and Language Immersion Pedagogy. We have faculty trained in the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (Abadie, OPI Rater, 2012), who teach French Conversation and Oral Proficiency courses using the most widely recognized language-acquisition methodologies. One faculty member has served as a reader for the High School French AP Tests for five years (Abadie, 2007-2011). Faculty members participate in and hold leadership roles on the Ohio Board of Regents Faculty Writing Panel for the standardization of college-level course objectives and one holds a leadership position on the Ohio Board of Regents Transfer Agreement Panel (Halling).

In 2003, the French Program began the first and longest running professor-led Ambassador Program at Wright State. In the ensuing years, we have taken more than 180 students to France on a target-language on-site historic tour of Paris and Normandy. In 2012, we added an optional internship component to the program, involving home stay and teaching lessons on American culture and language to French adolescents in an at-risk school in Bordeaux, France. In 2013, we established an endowed scholarship to help students in financial need to realize their dream of discovering France.

We have added permanent Service-Learning (SRV) designations to two courses (FR 3110 French Conversation and FR 3120 Oral Proficiency in French). Both of these courses involve working with area high school and junior high French language teachers and learners.

Our Applied Elementary Language Instruction series allows students to observe and facilitate elementary-level college courses. Students present cultural lessons and work with elementary students in small group work while keeping a journal about their classroom experience.

We maintain a very strict French-only policy in the classroom and during extra-curricular events. Students quickly develop reflexes in the target language and learn to "think outside the box" when they lack vocabulary. Our strong emphasis on enjoyable extra-curricular learning opportunities gives students multiple opportunities to practice the language in a comfortable setting. Our regular extracurricular activities include: conversation groups, workshops, guest speakers, karaoke nights, film nights and field trips to cultural venues.

We currently oversee a successful Dual Enrollment Program with one school in Ohio (Delaware Schools).

We have revamped our program to include dynamic new upper-level courses (film, cuisine, comic book studies, etc.). In addition, we constantly revise our elementary and intermediate-level courses to reflect current practices and the national standards in language education.

## **Recognitions of quality of the program**

Our faculty members and program have received many awards recognizing our service to the university and community, including: the Ohio Foreign Language Association Outstanding Foreign Language Program Award (2009), WSU Center for Teaching and Learning Award for Faculty Development (2009, Hertzler), Excellence in Writing Across the Curriculum (Halling, 2009), The CoLA Outstanding Advisor Award (Halling, 2009), Southwestern Ohio Council on Higher Education Award for Faculty Excellence in Teaching (Hertzler, 2009; Abadie, 2011), The President's Award for Excellence: Outstanding

Collaborative Unit: Dual Enrollment Program (2010), The Ohio Foreign Language Association's Ed Allen Award for Outstanding College Language Instructor (Halling, 2010), Les Palmes Académiques (Halling, 2010), Outstanding instructor for Wright State University (Abadie, 2010). Wright State's International Education Award (Halling, 2014); The Ohio Foreign Language Association's Best of Ohio Conference Award (Abadie, Halling, 2010), Central States Conference of the Teaching of Foreign Languages All Stars (Abadie, Halling, 2010; Hertzler, 2012), The Ohio Foreign Language Association's Conference All Stars (Hertzler, 2012 & Daddah, 2014), Honorary Speakers, Michigan World Language Conference (Abadie, Halling, 2011).

Many of our faculty members have held elected officer positions in the Ohio American Association for Teachers of French (Halling, Abadie, Vice-President and President; Daddah, Hertzler, Treasurer) and in the Ohio Foreign Languages Association (Abadie, Delegate). These organizations allow us to reach out to and collaborate with local French teachers. Many of us hold memberships (Abadie, Daddah, Halling, Hertzler) and officer positions (Halling, President & Chair of Student Exchanges) in the Oakwood Sister City Association, which allows us to engage in collaborative projects involving our students and community members.

### **Program learning outcomes**

- Graduates of the French Minor program will be able to understand, speak, read and write French at an "Intermediate Mid" level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a French-speaking society and in any culturally complex situation.
- Graduates will have a foundation in one or more of the following areas: geography, history and literary tradition of the French-speaking world.
- Graduates will understand the impact France and French culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

Students completing the basic two-year French sequence are assessed every year by taking a WebCape test. Most French minors will have taken this test prior to beginning 3000-level coursework. We do not have an assessment plan beyond successful completion of minor-level coursework to determine the proficiency levels of French minors.

Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages' National Standards in Language Education.

French minors take four 3000-level courses, such as FR 3110 French Conversation and FR 3120 Oral Proficiency in French, which are designed to develop students' speaking confidence and fluency; FR 3210 Writing in French and FR 3220 Advanced Writing in French teach students about the many different types of writing: analytical, creative, business, etc. FR 3510 French Civilization ensures that students understand the historical underpinnings of today's French Republic; FR 3310 Survey of French Literature gives students a solid foundation in French poetics and prose; FR 3610 French Phonetics

teaches students the International Phonetic Alphabet and gives them a profound understanding of French pronunciation and intonation; FR 3320 Francophone African Literatures and Cultures gives students an understanding of French colonization and its lasting effects on today's French-speaking African countries. In addition to these required courses, once minor candidates have taken the pre-requisite courses, they may enroll in special topics courses on film, business, pedagogy, comic book studies, literature, etc. that allow them to develop critical thinking skills in French and a nuanced approach toward culture.

### **Summary of assessment findings for past five years**

Our assessment program is entirely based on student success in the minor courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students' progress towards program learning outcomes.

### **Major curricular changes since last review (or past five years)**

- All French courses were redesigned and renumbered during the semester conversion in 2012.
- The French minor was redesigned during the semester conversion in 2012.
- FR 3110, FR 3120 (permanent Service-Learning [SRV] designation added)
- FR 4940/6940 Filmic Representations of French Cuisine: La Cuisine dans le cinéma français
- FR 3500 French Ambassador Program added as a permanent course
- FR 4640/6460 Littérature et film du Canada francophone
- FR4920/6920 Occupation Collaboration and Resistance in French Film
- FR 4650/6650 Is Anything Sacred? French Comic Books and Free Speech

### **Graduate placement data, employer satisfaction**

Based on a survey of 199 French program alumni compiled of 90 French majors and 109 French minors, we collected the following data:

Post-graduate studies: 3 Ph.D's; 35 Master degrees (French, Teaching, Law, Library Science, Computer Engineering, Chemistry, Seminary, International and Comparative Politics, Translation Studies, MBA, Medicine) from various universities (Florida State, Bowling Green State University, University of Dayton, Ohio University, Ohio State University, Université de Paris, Université Catholique d'Angers, Southern New Hampshire University, Lincoln Memorial University, University of Cincinnati, Wright State University, etc.)

Current career fields of French majors surveyed include: French teacher (18); Store Manager (6); Pastor (4); Librarian (4); College Instructor (4); Computer Engineer (3); Human Relations (3); Stay home mom (3); Study Abroad Specialists (2); other careers include: Fraud investigator, Senior Vice-President, Peace Corps, Nurse, Production Associate, Global Trade Import Specialist, Service Studio Rep, Stand-up Comedian, Musician, Carpenter, Army Reserves, Military Information Support Battalion, United States Army officer, etc.

### **If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 6. German (minor)

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	8	6	11	10	15
Graduates	4	4	2	2	8

### Program description

The minor in German offers students the study of the language, history, culture, literature and business of German and German-speaking countries. It consists of two elementary courses, two intermediate courses and four upper-level German courses, all taught in the target language. German language courses systematically develop all four language skills (listening, speaking, reading, and writing), while focusing on context, culture, and communication during language acquisition. Courses are offered in composition and conversation that provide students with the writing and communication skills that are required in upper-level courses where students take part in discussions about special topics on German politics, history, music, art, literature and business. While completing the course work for their German minor, students are encouraged to go on short, two-week study abroad trips, complete a longer internship program in a German-speaking country, or study one semester or one year abroad. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, peer instructors, Office of Disability Services readers and note-takers, German Club officers. A minor in German is particularly useful for students wishing to enhance their major field of study in order to be best prepared to enter globally oriented careers in business, education, international development, government, journalism, law, communications, translation, interpretation, travel industry, health professions and scientific fields.

### Alignment with university mission, strategic plan

The German minor program in the Department of Modern Languages at Wright State University is dedicated to preparing well-rounded students by developing critical thinking, strategies for effective communication and problem solving skills and is thus closely aligned with the mission of the University Strategic Plan. The German program achieves retention and graduation by offering small classes with emphasis on group work, review opportunities and close student-teacher interaction. Many extracurricular and in-class projects incorporate local German-speaking speakers and exchange partners, who provide students with additional speaking opportunities and cultural training. In addition to studying the literature of German-speaking countries, German minors are introduced to German philosophers, German scientists, writers, business leaders, historians, etc. Many study abroad options allow students to experience Germany's culture firsthand.

### Program distinctiveness

- German and Spanish offered the first-ever fully online courses in the MLD
- Professor-led and Instructor-led Ambassador Programs to Germany in 2008, 2013
- One SRV course ("German-American Contributions") and one course on Social Media
- Applied Elementary Language Instruction Series
- Continued Development of new upper-level courses (German-American, film, etc.)

- Opportunity for students to work as Supplemental Instructors (SIs), university tutors

### **Recognitions of quality of the program**

- Second Vice President of German American Association of Teachers of German (Dona, 3 years)
- WSU Center for Teaching and Learning Award for Innovative Excellence in Teaching, Learning, and Technology (Dona, 2011)
- Dr. Elfe Dona was invited to present on the European Union Crisis in Pennsylvania (AATG – Pennsylvania). All travel expenses were paid.
- Two German Immersion Days for high school students (Dona, 2011; Sturdevant, 2014); One study abroad program to Germany (Sturdevant)
- Examiner Certificate Schooling completed at the Goethe Institute in Chicago, learned how to test and evaluate students who want to pass B1, B2 and C1 levels of the Common European Framework of Reference for Languages (*Gemeinsamer Europäischer Referenzrahmen*, GER); these reference standards are accepted as the European standard for rating an individual's language proficiency (Dona, Sturdevant, 2014)
- Education Abroad Academic Advisor Award (Dona, 2009)
- ML faculty support the CEHS Multi-Age World Languages program (M. Ed; licensure in French, German, Spanish) received National Recognition from its most recent NCATE Council for the Accreditation of Educator Preparation /Council for the Accreditation of Educator Preparation (CAEP) review and Ohio Board of Regents approval.

### **Program learning outcomes**

- Graduates of the German Minor program will be able to understand, speak, read and write German at an "Intermediate Mid" level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a German-speaking society and in any culturally complex situation.
- Graduates will have a foundation in one or more of the following areas: geography, history and literary tradition of the German-speaking world.
- Graduates will understand the impact Germany and German culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

Students completing the basic two-year German sequence are assessed every year by taking a WebCape test. Most minors will have taken this test prior to beginning 3000-level coursework. We do not have an assessment plan beyond successful completion of minor-level coursework to determine the proficiency levels of German minors.

Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages' National Standards in Language Education.

German minors may take any 3000-level courses, such as GER 3110 German Conversation and GER 3120 Advanced Conversation, which are designed to develop students' speaking confidence and fluency; GER

3210 Writing in German and GER 3220 Advanced Writing in German teach students about the many different types of writing: analytical, creative, business, etc. GER 3510 German Civilization ensures that students understand the historical underpinnings of today's Germany; GER 3310 Survey of German Literature gives students a solid foundation in German poetics and prose; GER 3610 German Phonetics teaches students the International Phonetic Alphabet and gives them a profound understanding of German pronunciation and intonation. In addition to these required courses, once minor candidates have taken the pre-req courses, they may enroll in special topics courses on business, pedagogy, literature, etc. that allow them to develop critical thinking skills in German and a nuanced approach toward culture.

#### **Summary of assessment findings for past five years**

Our assessment program is entirely based on student success in the minor courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students' progress towards program learning outcomes.

#### **Major curricular changes since last review (or past five years)**

- All German courses were redesigned and renumbered during the semester conversion in 2012.
- The German major was redesigned during the semester conversion in 2012.
- GER 3990/GER 5990 German-American Contributions (SRV designation was added)
- GER 3500 German Ambassador Program added
- GER 1010 and GER 1020 offered as completely online courses
- GER 4030/SPN 4030 offered as one completely online course

#### **Graduate placement data, employer satisfaction**

Our graduates have pursued a variety of teaching and professional careers. Recent graduates have jobs as area schoolteachers, WPAFB contractors, and customer service representatives. Others pursued advanced degrees in medicine and in international business, and earned M.A. degrees in German language, literature, and translation.

#### **If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 7. Russian Studies (minor)

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	0	3	5	4	2
Graduates	0	1	1	2	1

### Program description

The interdisciplinary minor in Russian Studies was established in 2009 in response to the growing demand for courses with a Russian focus. The objectives of the program are twofold: (1) to provide students with a solid foundation in spoken and written Russian and (2) to present broad and varied perspectives on Russian culture, literature, history, politics, and US-Russian/Soviet relations. These objectives allow students to develop a thorough understanding of Russia, Soviet Union, and post-Soviet states in a global context.

### Alignment with university mission, strategic plan

The Russian Studies minor promotes retention through relatively small classes with an emphasis on small group interaction, proficiency training and student-teacher contact. Extracurricular and in-class activities instill in students cultural sensitivity, linguistic confidence, intellectual flexibility and a high degree of preparedness for international careers. At the end of each semester students complete class projects in the form of skits, videos, and individual and group presentations to peers.

### Program distinctiveness

The Minor in Russian Studies was established as an interdisciplinary, interdepartmental program in the College of Liberal Arts taught by members of Departments of Modern Languages, History, and Political Science. Students combine a solid foundation in the Russian language with broad and varied perspectives on Russia's history, culture, literature, and politics. The program includes in its scope Russia proper and the geographical areas of which Russian is the "lingua franca," i.e. language of diplomacy, intelligence sharing, political and business contacts, and cultural exchanges: Central Asia, the Transcaucasus, the Baltic states, and the Slavic states. The Minor in Russian Studies includes all periods of Russian, Soviet, and post-Soviet history as well as American-Russian relations in the twentieth and twenty-first centuries.

An interdisciplinary minor in Russian Studies provides an invaluable preparation for students planning a career in international politics, business and economics, public and military service, teaching, and any of the humanities and science disciplines. It especially benefits students who major in another modern language, political science, history, social studies, and international business. In addition, it serves a broad cross-section of students who have traditionally been interested in Russian offerings, including heritage speakers, Army ROTC cadets, and WPAFB employees.

Currently only a handful of public universities in Ohio offer minor or certificate programs in Russian studies. Those programs often combine an assortment of courses on Russia and Eastern Europe. Our program is uniquely focused on Russia and geographical areas where Russian is spoken.

Because the language component forms a crucial part of the minor, the program is anchored in the Department of Modern Languages, which also contributes many of the courses in the minor. Students in the program have participated in extracurricular activities and community outreach, including film screenings, Russian cooking, and helping Dayton Rotary Club Foundation host Russian visitors to the Dayton area.

The Minor in Russian Studies consists of 18 hours of course work divided between 2000-level language courses (6 credits) and 3000 and 4000-level courses in Russian culture, literature, history, and politics (12 credits).

1. *Language Courses – 6 credits*

- RUS 2010 Intermediate Russian I
- RUS 2020 Intermediate Russian II

2. *Area Studies Courses (select 4) – 12 credits*

- ML 3990 Russian Culture
- ML 3130 Russian Literature in Translation
- HST 3120 Survey of Russian and Soviet History
- HST 4220 Studies in Russian and Soviet History
- HST 4550 Studies in United States Foreign Relations
- PLS 4530 Soviet Successor States

### **Recognitions of quality of the program**

At the time of its creation, the minor in Russian Studies was staffed by existing members of the faculty, all of them tenured or tenure-stream professors. Due to the recent tragic passing of the only full-time professor in Russian and Slavic linguistics, the language component is currently taught by an adjunct instructor, who has recently received her Ph.D. in Russian Studies. Despite the high quality of our current adjunct instructor, the absence of a dedicated full-time faculty line has negatively affected our ability to recruit and retain students in the program.

### **Program learning outcomes**

Because the Minor in Russian Studies includes a significant language component, entry to the program assumes basic preparation in the Russian language and an ability to complete the required language courses as evidenced by the grades of C or better in RUS 1010 and 1020, the minor prerequisites. The language component of the minor assumes a progression of courses from RUS 2010 to RUS 2020.

The required completion of two years of Russian language in the Russian Studies Minor is consistent with the language requirement for the Russian Minor at the Ohio State University. This helps articulate transfer between the two institutions, and some of our graduates indeed continued their studies at Ohio State.

The area studies component consists of 3000- and 4000-level courses that can be taken in any order, however the logic of the program suggests that (1) there is progression from 3000-level to 4000-level courses in number as well as in the level of difficulty, sophistication, and the amount of reading and writing required and that (2) 4000-level courses should ideally be taken in the chronological order of events being discussed. Students are advised to proceed from HST 3120 to HST 4220 to PLS 4530 and HST 4550.

#### **Description of learning outcomes assessment program**

- Graduates of the Russian Studies Minor program will be able to understand, speak, read and write Russian at a "Novice High" level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a Russian-speaking society and in any culturally complex situation.
- Graduates will have a foundation in one or more of the following areas: geography, history, literature and politics of the Russian-speaking world.
- Graduates will understand the impact Russia and Russian culture and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

#### **Summary of assessment findings for past five years**

Our assessment program is entirely based on student success in the minor courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students' progress towards program learning outcomes.

#### **Major curricular changes since last review (or past five years)**

n/a

#### **Graduate placement data, employer satisfaction**

n/a

#### **If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Program 8. Spanish (minor)

### Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	45	43	55	58	56
Graduates	22	17	15	9	18

### Program description

The minor in Spanish entails a general study of the language, history, culture, literature and/or film of the Spanish-speaking world. It consists of two elementary courses, two intermediate courses and four upper level Spanish courses, all taught in the target language. All elementary through advanced-level classes are designed to progressively develop students' oral and written proficiency and cultural confidence and are conducted exclusively in the target language. Thematically cohesive courses in composition and conversation equip students with advanced communication skills that can be used effectively in academic, social and professional contexts. Beginning through advanced level classes build intercultural competence through the incorporation of cultural, literary, historic, filmic, political and sociological study. Study abroad is encouraged, and many students fulfill requirements for the Spanish minor in two-week to one-year long individual exchanges, teacher-led courses abroad and consortium sites in Spain and Latin America. The Spanish minor is particularly useful for students wishing to enhance their major field of study in order to be best prepared to enter globally oriented careers in business, education, international development, government, journalism, law, communications, translation, interpretation, travel industry, health professions and scientific fields.

### Alignment with university mission, strategic plan

The Spanish minor promotes retention through relatively small classes with an emphasis on small group interaction and student-teacher contact. Extracurricular and in-class activities instill in students cultural sensitivity, linguistic confidence, intellectual flexibility and a high degree of preparedness for international careers. Extracurricular opportunities that may lead to career placement include work as tutors, SI leaders, peer instructors, Spanish Club officers. Students have the opportunity to learn Spanish tailored to their chosen careers, including medicine/nursing, law enforcement, social work, and business.

The program provides students with many opportunities to develop collaborative and leadership skills both inside and outside the classroom through service learning and participating in the annual Spanish Immersion Day. Our faculty and students are actively engaged with the local community by participating in Latino celebrations and heritage days such as Orgullo Mexicano, Health Fair, events at the Centerville Public Library, and translating for the local Latino community. These community engagement activities are incorporated into language classes at the 1000, 2000, and 3000 levels or run by the Spanish club.

### **Program distinctiveness**

- Special focus on Spanish for professions. We teach a full year each of Spanish for Business, and Law Enforcement and Social Work Personnel, and Spanish for Medical Professions.
- Integration of service learning and community-based learning in basic and advanced courses.
- Online/hybrid offerings. Faculty have been awarded a teaching Enhancement grant “Connecting the WSU Campuses through the creation of Spanish blended learning classes
- Student-authored online literary magazine, “Con la pluma entre dos mundos” (“A Pen between Two Worlds”)
- Spanish Immersion Day for area high school students and teachers
- Award-winning Dual Enrollment Program with Ohio high schools

### **Recognitions of quality of the program**

The Modern Languages Dual Enrollment Program won the Presidential Excellence Award for an Outstanding Collaborative Unit (2010). Spanish faculty have received several campus-wide, community-wide, and international awards. These include Excellence in Writing Across the Curriculum and Excellence in Service Learning Recognition awards. Faculty research and creativity have been recognized by the Paul Laurence Dunbar Memorial Poetry Prize (Petreman, 2013; Garrison, 2009). In addition, Dr. Damaris Serrano has won several national literary prizes for her books and essays in her native Panama.

### **Program learning outcomes**

- Graduates of the Spanish Minor program will be able to understand, speak, read and write Spanish at an "Intermediate Mid" level as defined by the proficiency criteria of the American Council on the Teaching of Foreign Languages.
- Graduates of the program will understand and respect cultural differences, thus allowing them to interact effectively within a Spanish-speaking society and in any culturally complex situation.
- Graduates will have a foundation in one or more of the following areas: geography, history and literary tradition of the Spanish-speaking world.
- Graduates will understand the impact Spain, Latin America and Hispanic cultures and linguistics have had and continue to have on other cultures.
- Graduates will have strong analytical and critical thinking skills.

### **Description of learning outcomes assessment program**

Students completing the basic two-year Spanish sequence are assessed every year by taking a WebCape test. Most minors will have taken this test prior to beginning 3000-level coursework. We do not have an assessment plan beyond successful completion of minor-level coursework to determine the proficiency levels of Spanish minors.

Students achieve learning outcomes by taking and passing courses that are designed and structured in accordance with the American Council on the Teaching of Foreign Languages’ National Standards in Language Education.

Spanish minors take four 3000-level courses, such as SPN 3110 Spanish Conversation and SPN 3120 Advanced Spanish Conversation, which are designed to develop students’ speaking confidence and fluency; SPN 3210 Writing in Spanish and SPN 3220 Advanced Writing in Spanish teach students about

the many different types of writing: analytical, creative, business, etc. SPN 3510 Spanish Civilization ensures that students understand the historical underpinnings of today's Spanish Republic; SPN 3310 Survey of Spanish Literature gives students a solid foundation in Spanish poetics and prose; SPN 3610 Spanish Phonetics teaches students the International Phonetic Alphabet and gives them a profound understanding of Spanish pronunciation and intonation; SPN 3320 Survey of Spanish-American Literatures introduces students to innovative practices of Latin America's literary giants, and SPN 3440 Spanish-American Culture gives students an understanding of Spanish colonization and its impact on modern Spanish-speaking countries. In addition to these required courses, once minor candidates have taken the pre-req courses, they may enroll in special topics courses on film, business, pedagogy, literature, etc. that allow them to develop critical thinking skills in Spanish and a nuanced approach toward culture.

### **Summary of assessment findings for past five years**

Our assessment program is entirely based on student success in the minor courses. While this is an excellent measure of fluency and cultural competence, it is clear that our department needs to conduct a comprehensive review of our assessment process, introducing new assessment methods to corroborate our individual satisfaction with students' progress towards program learning outcomes.

### **Major curricular changes since last review (or past five years)**

- All Spanish courses were redesigned and renumbered during the semester conversion in 2012.
- The Spanish minor was redesigned during the semester conversion in 2012.
- We expanded our offerings for professions by adding SPN 2210 & SPN 2220 Intermediate Spanish for Medical Professions I & II, Online/Hybrid offerings in SPN 1010-2020, and SPN 1020, Second Semester Spanish for Service Learning.
- We expanded offerings for majors and minors by adding SPN 4030, Interactive Technology.

### **Graduate placement data, employer satisfaction**

Our graduates have pursued a variety of teaching and professional careers. Recent graduates have jobs as area schoolteachers, WPAFB contractors, and customer service representatives. Others pursued advanced degrees in medicine and in international business, and earned M.A. and Ph.D. degrees in Spanish language, literature, and translation.

### **If program has professional accreditation, attach most recent review findings and recommendations**

n/a

## Departmental Summary

### Faculty demographics

	2008	2009	2010	2011	2012
Full	3.00	3.00	2.00	2.00	2.00
Associate	4.00	4.67	5.00	5.00	6.00
Assistant	1.67	1.00	1.00	1.00	-
Inst/Lect	9.50	9.50	8.00	9.00	9.00
Total	18.17	18.17	16.00	17.00	17.00

### Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.00
Total	1.00	1.00	1.00	1.00	1.00

### Student/faculty ratio

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	12.24/1.00	12.87/1.00	13.05/1.00	12.33/1.00	12.62/1.00

### Average class size

	2010	2011	2012
Lecture	18.61	18.75	19.58
Lab only	-	-	-
Lecture/Lab	18.61	18.75	19.58

### Total of student data for all programs in unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	192	207	243	221	224
Graduates	61	56	69	48	81

### Total courses taught and credit hours generated for unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	12,435	13,008	12,285	10,685	10,569
Graduate	53	39	32	12	36
Total	12,488	13,047	12,317	10,697	10,605

### Course completions

	2008	2009	2010	2011	2012
<b>Undergraduate</b>	<b>83.5%</b>	<b>83.0%</b>	<b>85.3%</b>	<b>87.8%</b>	<b>83.7%</b>
<b>Master's</b>	<b>92.3%</b>	<b>71.4%</b>	<b>69.2%</b>	<b>100.0%</b>	<b>100.0%</b>

### Expense per student and revenue to expense ratio

	2008	2009	2010	2011	2012
<b>Expense per student</b>	<b>\$4,026</b>	<b>\$3,751</b>	<b>\$3,738</b>	<b>\$3,870</b>	<b>\$4,556</b>
<b>Rev/Expense</b>	<b>2.740</b>	<b>3.064</b>	<b>3.125</b>	<b>3.020</b>	<b>2.698</b>

### Research and External Funding

	2008	2009	2010	2011	2012
<b>External funding</b>	-	-	-	-	-

### Future employment projections for discipline

CIP		Wright State University-Main Campus Completions (2012-2013)			Other Regional Completions (2012-2013)	Regional Openings (2014)	Median Hourly Earnings	Location	Total Jobs for the Occupational Group (2014)	Total Jobs for the Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings (2014)
		Wright State University-Main Campus Completions (2012-2013)	Other Regional Completions (2012-2013)	Regional Openings (2014)								
<b>College of Liberal Arts (degrees awarded by major)</b>												
<b>Modern Languages Department</b>												
16.0101	Foreign Languages and Literatures, General	1	8									
16.0501	German Language and Literature (not listed in 2013, 0 completers in 2012)	0	0									
16.0901	French Language and Literature	10	25									
16.0905	Spanish Language and Literature	13	82									
Department Total (WSU Table indicates 25 majors in 2012/2013; IPEDS has 26)		24	115									
Occupation: Interpreters and Translators (27-3091)						9	\$17.29	Region:	175	194	10.9%	9
								State:	1 966	2 177	10.7%	110
								US:	53 231	61 024	14.6%	3 644

Because the data provided limit language majors and minors to jobs in education and linguistics, the findings are necessarily incomplete. An in-house French program alumni survey illustrates that graduates with a French major or minor are highly employable across a wide variety of careers beyond teaching and translating, including: store manager, pastor, librarian, computer engineer, human relations specialist, study abroad director, fraud investigator, senior vice-president, Peace Corps volunteer, nurse, production associate, global trade import specialist, lawyer, service studio rep, stand-up comedian, musician, actor, carpenter, Army Reserves, military information support battalion, United States Army officer, etc. These findings can be corroborated anecdotally in all of the modern languages, where job diversity is the rule rather than the exception. The list of sample careers on the webpage of the Career Services Office at Northern Illinois University contains many examples of jobs obtained by foreign language majors and minors including arbitrator, archivist, technical writer, paralegal, lobbyist, travel agent, and many more.

[http://www.niu.edu/careerservices/weblinks/majors/foreign\\_language.shtml](http://www.niu.edu/careerservices/weblinks/majors/foreign_language.shtml)

CNN Money reports that “the hottest job skill is fluency in a foreign language.” <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/> “The Army, NYPD and State Department can't get enough workers with this job skill. Neither can Fortune 500 companies, hospitals, local courts and schools.”

Combining majors or adding a language minor increases one’s odds of obtaining work in any globally oriented sector. For instance, language study is advised for Business students wishing to conduct business with U.S. trade partners. The Department of Modern Languages offers majors and minors in all but one of the working languages of 2014’s nine top U.S. trading partners (Canada, China, Mexico, Japan, German, South Korea, United Kingdom, France, Brazil). <http://www.census.gov/foreign-trade/statistics/highlights/toppartners.html>

On the other hand, the Department of ML recognizes that in order to serve the needs of the community and the nation, it is incumbent upon Wright State to continue to produce highly qualified translators, interpreters and language teachers, especially given the present exodus of retirement age Ohio teachers due to pension reform (<https://www.ohsers.org/ohio-pension-reform>). In addition, according to the U.S. Bureau of Labor Statistics, demand for interpreters and translators is predicted to rise by 42.2% by 2020, with an especially good outlook for the frequently translated languages (Portuguese, French, Italian and Spanish). <http://www.bumc.bu.edu/gms/files/2012/02/Top-30-fastest.pdf>

#### **Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience**

- Department faculty teach four years of Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish, meeting the CoLA Foreign Language Requirement.
- ML faculty teach courses that contribute to internationalizing the curriculum, including courses on culture and internships that foster experiential learning of cultural distinctiveness and sharpen analytical and critical thinking skills.
- ML faculty provide leadership and programming for short and long-term study abroad experiences.
- ML faculty educate students to communicate effectively (Objective 1) in another language by collectively practicing language immersion in and out of the classroom. Students who learn to communicate in a foreign language develop confidence and flexibility in their native language.
- By comparing and analyzing target cultures and literature to their own, students develop intellectual distance and sharpen their critical thinking skills (Objective 3: evaluate arguments and evidence critically and Objective 4: Apply the methods of inquiry of the arts and humanities).
- Students learn to be aware of the nuances of cultural and social norms in foreign societies, preparing them for successful interaction in any foreign country (Objective 5: demonstrate global and multicultural competence).
- ML faculty keep students informed of current events in the target culture, encouraging questions and debate (Objective 6: demonstrate understanding of contemporary social and ethical issues).
- ML faculty design local and international service-learning courses and provide students with opportunities for community engagement and interaction (Objective 7: Participate in democratic society as informed and civically engaged citizens).

- The Department houses two collaborative programs: Russian Studies and Chinese Studies and some cross-listed courses (with Philosophy, Theatre).
- ML faculty supervise theses in the Master of Humanities program.
- ML faculty teach courses that are required for other majors: International Business, International Studies, Crime and Justice Studies, Music.

### **Faculty accomplishments and recognitions**

- LXXI National Ricardo Miró Essay Prize (Panamá's most prestigious literary competition), Dr. Damaris Serrano, 2013, and numerous speaking engagements in the Republic of Panamá, 2010, 2012, 2013, 2014
- Brage Golding Distinguished Professor of Research; and College of Liberal Arts Outstanding Research Award, Dr. Stefan Pugh, 2013
- Presidential Award for Faculty Excellence: Outstanding Instructor, Dr. Pascale Abadie, 2010; Haili Du, 2013; College of Liberal Arts Outstanding Lecturer/Instructor Award, Haili Du, 2013
- Southwestern Ohio Council for Higher Education: Faculty Excellence in Teaching, Dr. Pascale Abadie, 2011; Dr. Marie Hertzler, 2009
- Modern Languages and Dual Enrollment Program, President's Award for Excellence: Outstanding Collaborative Units, 2010
- Ohio Foreign Language Association: Ed Allen Award for Outstanding College Foreign Language Instructor, Dr. Kirsten Halling, 2010
- WSU University Center for International Education: International Educator Award, Dr. Kirsten Halling, 2014; Education Abroad Academic Advisor Award, Dr. Elfe Dona, 2009
- WSU Writing Across the Curriculum Program: Excellence in Teaching with Writing, Dr. Kirsten Halling, 2009; Dr. Damaris Serrano, 2009, 2010, 2013; Dr. Renate Sturdevant, 2013
- University Teaching Enhancement Grants: 2010
  - "The World Awaits You", Dr. Kirsten Halling and 9 other ML faculty, \$13,500
  - "Connecting the Wright State Campuses Through Creation of German and Spanish Blended Learning Classes," Dr. Nancy Broughton and Dr. Elfe Dona, \$8,703
  - "Incorporating a Study Abroad Program in the Wright State Core," Dr. Ksenia Bonch Reeves (and Robert Rubin, English Dept.), \$5,000
- Paul Laurence Dunbar Memorial Poetry Prize, Dr. David Lee Garrison, 2009; Dr. David Petreman, 2013

### **Programs and areas of recognized excellence with supporting evidence**

French Program: The French section continues to set the pace within the Department of Modern Languages for collaboration, collegiality, engagement, curricular innovation, study abroad. The French program grew from 3 full-time faculty to its current 4+ full-time faculty (1 tenured, 1 tenure-eligible, 2 non-tenure eligible, ML Department chair teaching 1-2 courses/yr) plus several adjunct professors (1 with Ph.D., 2 with Master's degrees). French faculty collaborate on every aspect of the program, from sharing syllabi--all adjunct faculty are provided with a syllabus, which maintains the rigor of the program offerings, to co-writing articles for publication. Faculty have co-published 4 articles (Halling & Hertzler, 2; Halling & Abadie, 2). Faculty attend and present annually at the Ohio Foreign Language Association Conference; their papers and workshops have garnered top recognition (All Stars status; invitation to

Central States Conference on the Teaching of Foreign Languages). Faculty hold leadership positions in professional organizations at the state level (OFLA, OBR TAGS panel). Three faculty have won 5 major educator awards (SOCHE, OFLA, WSU Presidential, WSU International). Students have benefited from the innovative course offering, Cuisine in French Cinema, as well as the service-learning component of Immersion Day that is an integral part of upper-level courses each fall. The annual French Immersion Day continues to bring 200 - 250 high school students of intermediate and advanced French to campus. For twelve consecutive years, the professors and upper-level students (majors and minors) plan, organize and carry out this linguistic and cultural event. Faculty continue to lead the Ambassador Program study abroad to France, which added an optional internship teaching American culture in an at-risk French high school in 2012; and student enrollment has increased from 10 students and 1 faculty member to 23 students and 2 faculty members.

Language Immersion Days: Our language immersion days have been operational in French and Spanish during the period of this review. High school teachers and their intermediate and advanced students in the near region continue to attend this day of linguistic and cultural activities, conducted in the target language. Attendance now numbers 200-300. German professors have conducted two immersion days during this period and will begin to offer their immersion day on an annual basis. Chinese offered its first Immersion Day in 2014, in collaboration with the Asian/Hispanic/Native American Center, and will continue annually. Arabic will begin offering an annual (anticipated) Immersion Day in 2015.

Integrated Writing: Dr. Serrano is editor of "Con la pluma entre dos mundos", an online (<https://liberal-arts.wright.edu/modern-languages/scholarly-work/dos-mundos>) compendium of WSU students of Spanish writing in all genres. Students and colleagues work with her to edit and finalize each submission. The second edition is underway. Other language sections will begin a similar effort.

### **Capacity for growth of programs**

Enrollments in language classes remain more or less steady, taking into account the flux of current events, which will excite interest in the study of certain languages. Our beginning-level sections of Arabic, Chinese, French, German, Spanish, Italian, and Japanese generally fill adequately and we are able to respond to full classes or a drop in numbers through our adjunct faculty. In all languages (except for Portuguese), the beginning classes are a recruitment tool into the minor and sometimes the major--this is due to dynamic teaching and the more intimate scale of class size that allows for student-student interaction and student-teacher engagement. Intermediate-level sections show slower enrollment as students respond to more demanding acquisition skills. Russian student numbers continue to decline despite efforts to recruit International Studies/Political Science/Music majors to take the language and culture courses. In all of our majors and minors we have potential for growth as numbers declined with the semester conversion, but are rebounding in some language disciplines.

Chinese and Arabic now have two full-time faculty members each, and we are proposing new courses and language minors. This will spur student interest in these languages. We have also proposed a Japanese language minor, which is justified by student enrollment figures, but will be supported entirely by adjunct faculty.

Our Ambassador Program offerings are at capacity in French (every year to France) and Spanish (every other year to Spain) and Chinese (every other year to China). The Ambassador Program to Germany (every other year to Germany) fills slowly; students from 2013 report an excellent and life-changing

experience. Faculty in Spanish are developing Ambassador Programs to Latin American countries (Panamá, Puerto Rico, Mexico), which they will eventually offer. Faculty in French will develop a program to Francophone Canada. Our new Instructor in Chinese will develop a program that includes Taiwan. Our Arabic Instructor has been awarded a seed grant to develop a program to Amman, Jordan.

Summer demand for language classes allows us to offer the beginning through intermediate courses in French, German and Spanish, as well as beginning courses in Chinese. The demand for Arabic is still too small to support summer classes at this time. We anticipate growth in Arabic and Chinese.

### **New program opportunities**

- With the addition of a second Instructor in Chinese (January 2014), we are now able to offer 4 years of Chinese as well as a cultural course in English for the general student population (Chinese Culture Through Film). We anticipate offering the Ambassador Program to China on an annual basis. These expanded offerings will serve students in International Business, International Studies, Political Science, History, and Religion, minors in Chinese Studies and anticipated minors in the proposed Chinese language minor.
- Arabic gained its first full-time instructor in August 2013, and began to offer third-year Arabic. Now, with the addition of an Assistant Professor of Arabic (January 2015), we are expanding into upper-level courses on literature and Arabic dialects. We are also offering the first Arabic Immersion Day and developing an Ambassador Program to Amman, Jordan. These expanded offerings will serve students in International Studies, Political Science, History, and Religion and anticipated minors in Arabic.

### **Proposals to enhance programs**

Assessment: The Oral Proficiency Interview (OPI) is becoming the accepted standard in oral language assessment in the United States; we currently have two faculty (Bonch-Reeves, Spanish, Tester; Abadie, French, Rater) who have expertise and certifications in this area. Familiarity and experience in rating through the OPI will enhance the teaching quality and coherency of all language faculty. Currently, our graduating majors are leaving our language programs with what we estimate to be an Intermediate High to an Advanced Low OPI rating; while this is a very respectable outcome, we believe that proper training in OPI techniques and corresponding pedagogy will enhance our teaching with strategies and field familiarity that will enable us to better prepare our students for higher achievement in the OPI. For these reasons, we are proposing to bring an OPI Trainer to WSU to conduct two-day workshops in April/May with two ML faculty groups (1. French, Chinese, Arabic; 2. Spanish, German). Faculty would then have the summer months to continue their training (rating written samples, rating oral interviews with non-natives, practicing with each other). The knowledge gained from the workshop, training and interview process would produce an immediate effect on student success, beginning with summer courses. While the OPI is especially needed for students who want to become licensed to teach in K-12, it is equally important for accurately assessing students at every level in language acquisition. Faculty will be able to give informal oral assessment to all of our majors and minors prior to graduation, and will have the resources to give teacher candidates the confidence and experience needed to achieve high OPI scores.

To complete assessment of majors and minors, we are proposing to conduct a similar writing assessment using the standards and methods used in Written Proficiency Test (WPT) and Advanced

Placement (AP). Faculty would develop a common standard for assessing writing skills in the form of a three-page target-language writing sample that students could then use to enhance graduate school or job applications.

Japanese Instructor: Japanese language courses are currently taught by two adjunct instructors. The beginning courses are fully enrolled. Students wishing to complete a minor in Japanese need a full-time faculty member and advisor to grow the program and represent their interests.

Required Course Sequence Specialist: We are in need of a full-time language acquisition specialist (Ph.D., tenure eligible) with expertise in OPI and WPT assessment and fluency in at least two languages. This faculty member would oversee all the beginning and intermediate language courses in the required sequence to support the communicative and proficiency approach in teaching among full-time and adjunct faculty, and to support textbook selection and adoption in this approach. This faculty member would observe and mentor adjunct and new faculty, specifically in regards to their teaching methodology. This faculty member would also teach the Multi-Age World Languages: Curriculum, Methods and Materials courses for language students who are pursuing licensure with the CEHS.

Summer Language Institute: The Department of Modern Languages has long talked of a summer language institute that would incorporate linguistic and cultural acquisition through classes, extra-curricular activities, fieldtrips, communal eating, and dorm living. In order to advance on this language immersion experience, we will need to identify or hire a full-time faculty member who would begin planning and organizing and potentially become director of the Institute in its first years.