EXECUTIVE SUMMARY FOR THE COMPREHENSIVE PROGRAM REVIEW OF THE B.A. IN SPANISH WITH TEACHER CERTIFICATION DEGREE

The following narrative describes the results of a comprehensive review of the B.A. in Spanish with Teacher Certification program. This review has been organized using procedures developed at our institution. Our findings are, for the most part, based on data from Fall Semester 2003 through the Spring Semester of 2006. It is important to note that this is a new degree that began in Fall 2002.

Major Findings of the Program's Quality and Productivity

Quality

The Department's self-study judges the overall quality of this program to be strong. The review has rated the program strong or very strong on 14 of the 23 indicators, satisfactory on 2, and weak on 5 of the indicators dealing with degree productivity. With respect to degree productivity, it bears repeating the program is new, thus much of the data requested regarding productivity has been difficult to comment. Program curriculum follows guidelines set forth by the American Council on the Teaching of Foreign Language. The Professional Standards Commission has approved the B.A. in Spanish with Teacher Certification program, and the program is NCATE accredited. All faculty members teaching the major courses have a doctoral degree. As well, all are active in their professional associations and publish in their field. The faculty and curriculum are very strong in racial and cultural diversity. Study abroad and internship opportunities are available, and faculty members are actively engaged in supporting study abroad programs. Faculty in both COAL and COE supports advising. The department sponsors a chapter of the National Spanish Honorary Society. Follow-up of graduates via evidence collected by COE reveals that all are either teaching in schools or attending graduate schools. After three years of operation, twenty-seven majors are pursuing the B.A. in Spanish with Teacher Certification. While this enrollment number may appear low, our program is new, and the twenty-seven majors provide us with an immediate community of learners for the study of Spanish, permitting systematic and regular group instruction in required courses, as well as peer support. Spanish majors and faculty have been the recipients of honorary awards. Evidence collected by the COE STEADY program suggests high stakeholder satisfaction.

Productivity

The Department's self-study notes that the program is new, and that data on new programs is not available. When compared with established programs, the B.A. in Spanish with Teacher Certification overall productivity is weak. Yet, the fact that enrollment of majors has steadily increased over the past 3 years, going from 17 in 2003/04 to 27 in Fall 2005, a 47% increase, bodes well for future growth. Even though it is a new program, the number of B.A. in Spanish with Teacher Certification majors for Fall 2005 is higher than the enrollment numbers for 8 other established major programs at CSU.

With respect to the average number of degrees awarded per year, four years are required to complete the program, and it has been in operation for only four years. The program has been able to award one to two degrees per year because majors transferred into the program, and some of the minors immediately switched to the major when it was made available. Within the next three semesters, it is estimated that four to five degrees will be awarded.

Strong ratings on productivity measures were acknowledged in three areas, even when comparing the new program to established programs: 1) efficiency and clarity of curricular design, 2) diversity of majors and graduates, 3) the program's contribution to achieving the CSU mission.

Recommendations for Improving Program Productivity

- A three-part plan to address recruitment, retention, and curriculum changes will continue. Yearly follow-up studies to the plan are required. Our goal is to double both our number of majors and graduates within 5 years.
  - Recruitment
    - Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses.
    - Participation in Career Center activities.
    - Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses.
    - Marketing the major in secondary schools, in an effort to attract future majors.
    - Articles in school newspaper outlining career opportunities for graduates in major.
  - Retention (Please note, the first four items above are also included here.)
    - Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses.
    - Participation in Career Center activities.
    - Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses.
    - Marketing the major in secondary schools, in an effort to attract future majors.
    - Articles in school newspaper outlining career opportunities for graduates in major.
    - Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester.
    - Out-of-class cultural activities and opportunities for language practice, such as Sociedad Hispánica/Spanish National Honor Society film series and conversation tables, CHISPA activities, and

the study abroad program in Cuernavaca, Mexico will all continue, in an effort to maintain and establish contact with and to support students in the major.

- Questionnaires addressing student satisfaction with the program will be administered yearly.

o Curriculum Changes

- The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition, study abroad, and options for in-depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education. These curricular changes are expected to be reviewed and approved by the campus curriculum committees in the fall of 2006. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents. The foreign language faculty expects to be able to market this revised curriculum more easily. We plan to engage a variety of groups in new partnerships to assist in the effort, including high school teachers, native and heritage speakers in the community, French and Spanish businesses, international students and Columbus State's foreign language majors and alumni.

- Related to the proposal of the B.A. in Modern Languages, the following new courses have been proposed: Spanish Golden Age Theater; Contemporary Film, Spain; Literature of Spanish Speaking Communities in the U.S.; Cultural and Political Myth-making in Latin America; Perspectives on Mexico: Works and Experiences of Selected Mexican Women.

Viability

The Department has a clear, substantive and specific plan with timetable for improving the Spanish program's student recruitment, retention, graduation, and overall productivity. Although lower division instruction for non-majors in Spanish is productive and viable, the productivity of the upper division, if compared with established programs at CSU, is weak. The Department's faculty expects to more easily market the revised curriculum that is outlined in the recruitment and retention plan. Moreover, we plan to engage a variety of groups in new partnerships to assist in our efforts to increase productivity, including high school teachers, native and heritage speakers in the community, Spanish business, international students, and CSU's foreign language majors and alumni. Out-of-class cultural activities and opportunities for language practice are being expanded significantly. Improved communications with

majors and new research on dropout trends as well as student satisfaction with the program are also planned. The action plan has the potential to be a model for inspiring faculty and students, and for insuring viability to our new program.

Executive Summary

Summary Recommendation
In order to maintain the quality of our program and to grow our major, we will need to continue the implementation of the improvement plan provided below. As well, we will need the continued support of the administration to provide additional faculty to cover our language sequence courses and our upper level courses, when our enrollment numbers in the upper division courses has increased. As well, we need a language lab director. It is worth noting, that due to the demand for Spanish faculty throughout the area, it is becoming extremely difficult to find part-time faculty to teach the language sequence courses. Full time temporary posts to address the urgent need would insure that the department is able to cover the SPAN 1001-2002 classes.

Program Improvement Plan
A three-part plan to address recruitment, retention, and curriculum changes will continue. Yearly follow-up studies to the plan are required. Our goal is to consolidate in order to double both our number of majors and graduates within 5 years.

  a. Recruitment
      i. Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses. (ongoing)
      ii. Participation in Career Center activities. (ongoing)
      iii. Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses. (Fall 2007 and to continue each semester)
      iv. Marketing the major in secondary schools, in an effort to attract future majors.(ongoing)
      v. Articles in school newspaper outlining career opportunities for graduates in major. (Fall 2007 and to continue on a yearly basis.)
  b. Retention (Please note, the first four items above are also included here.)
      i. Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses. (ongoing)
      ii. Participation in Career Center activities. (ongoing)

iii. Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses. (Fall 2007 and to continue each semester)

iv. Marketing the major in secondary schools, in an effort to attract future majors. (ongoing)

v. Articles in school newspaper outlining career opportunities for graduates in major. Fall 2007 and to continue on a yearly basis)

vi. Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester. (ongoing)

vii. Out-of-class cultural activities and opportunities for language practice, such as Sociedad Hispánica/Spanish National Honor Society film series and conversation tables, CHISPA activities, and the study abroad program in Cuernavaca, Mexico will all continue, in an effort to maintain and establish contact with and to support students in the major. (ongoing)

viii. Questionnaires addressing student satisfaction with the program will be administered yearly. (Fall 2007 and to continue on a semester basis)

c. Curriculum Changes

i. The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition, study abroad, and options for in-depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education. These curricular changes are expected to be reviewed and approved by the campus curriculum committees in the fall of 2006. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents. The foreign language faculty expects

to be able to market this revised curriculum more easily. We plan to engage a variety of groups in new partnerships to assist in the effort, including high school teachers, native and heritage speakers in the community, French and Spanish businesses, international students and Columbus State's foreign language majors and alumni.

ii. Related to the proposal of the B.A. in Modern Languages, the following new courses have been proposed: Spanish Golden Age Theater; Contemporary Film, Spain; Literature of Spanish Speaking Communities in the U.S.; Cultural and Political Myth-making in Latin America; Perspectives on Mexico: Works and Experiences of Selected Mexican Women. (courses currently being phased in)

THE PROGRAM'S DETAILED SELF-STUDY

I.   Brief Program Overview

In preparing this Program Review, we have kept in mind the Columbus State University Mission Statement, the University System of Georgia Mission Statement, and the Core Mission Statement for State Universities in the University System of Georgia, in an effort to insure that our programs are aligned with the institutional missions. (See appendices for the various mission statements.)

Goals and Focus of the BA in Spanish with Teacher Certification P rogram

Program Goals (The program goals below are summarized in " A Continuing Approval Report," which was submitted to the Georgia Professional Standards Commission by the College of Arts and Letters and the College of Education, 2005.)

The initial preparation program in Spanish education prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all P-12 students. In Spanish content courses, general education courses, foreign language education courses, and various field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. These goals are briefly summarized as:
 * Knowledge of Spanish language, content, cultures
 * Proficiency in Spanish at the low-advanced level
 * Proficiency in instructional planning
 * Proficiency in the implementation of instruction
 * Proficiencies related to helping every student succeed
 * Proficiencies related to selecting and using materials to enhance teaching and learning
 * Proficiencies related to evaluating learning and teaching
 * Knowledge of findings of educational research related to the teaching and learning of foreign languages
 * Values, commitments, dispositions, and habits associated with effective and professional teaching

Excellence in teaching, scholarship, and professionalism is embodied in the INTASC principles, which constitute the basis for teacher candidate instruction, mentoring, and assessment. The P-12 Spanish education program uses the Model of Appropriated Practice (MAP), an assessment instrument aligned with the INTASC principles, to instruct, mentor, and assess candidates as they proceed through the program. As shown in the PSC report matrix included in the appendices, the BA in Spanish with Teacher Certification program is closely aligned with INTASC principles and the COE Conceptual Framework, the Georgia Quality Core Curriculum, the Standards for Foreign Language Learning (Preparing for the 21rst Century), and ACTFL Performance Guidelines for K-12 Learners.

II. A. The Quality of Teaching Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.
Above average

Explain how good teaching is assessed and rewarded.

Faculty members are required to submit an annual self-evaluation. Faculty members are assessed on three basic review standards: 1) performance as an instructor, 2) professional development and performance, and 3) professional service. Teaching is the most important criterion in annual faculty evaluations. Included as part of the self-evaluation are student evaluations of at least 50% of the courses taught by each instructor.

Faculty members also participate in a self-study process titled "Mutual Classroom Observation Group." Each instructor in Spanish visits at least one other instructor of a Spanish 1001-2002 course during each academic year. These visits are reciprocal. During the class visit, the visiting instructor completes the attached form titled "Peer Evaluation, Foreign Languages." At the end of the visit, colleagues schedule a time to discuss the visits. A copy of both evaluation forms is given to the coordinator of the Spanish 1001-2002 course sequence. Although the purpose of the mutual visits is to enrich our own teaching techniques by sharing our ideas, instructors may choose to include their observation forms in their annual review materials. The mutual visits have facilitated full and part-time staff in their efforts to conduct their classes according to ACTFL standards of best practices. Before the visits began, several part-time faculty members taught their classes via a grammar approach, but after having received ACTFL guidelines and observed classes taught via communicative/contextual approaches, all faculty and staff now teach language courses via a communicative approach.

For a consideration of methodologies, please see appendices, "Instructor Handbook."

Explain how good advising is assessed and rewarded.

Faculty members are available in their office during posted hours each week. In an effort to ensure that each student has an opportunity to meet with their advisor, the faculty also offers one general meeting per semester with majors, prior to advising week, in order to call students' attention to important issues regarding course selection and registration.

Students are advised in the College of Education by the SAFE office, which places candidates in schools for the practicum experience. Skillful supervision during field experiences is achieved by: 1) pre-visits to cooperating teachers selected for practia, and 2) volunteers who are well-oriented to program goals and serve as on-site cooperating teachers for the practica.

Describe opportunities for interaction that occur between faculty and students outside the classroom.

The faculty in Spanish encourages interaction between faculty and students outside the classroom.

- Students consult with their advisors prior to registration in order to have their advisor guide their course selection and remove their advisor hold.
- Sigma Delta Pi, the Spanish National Honor Society, holds at least one meeting per semester, and initiation ceremonies when appropriate, with the faculty sponsor present.
- Sociedad Hispánica, a Spanish club open to all interested students, holds one meeting per semester, with the faculty sponsor present.
- Sigma Delta Pi and Sociedad Hispánica collaborate to sponsor a Spanish film series, with faculty members present.
- Students of Sigma Delta Pi and Sociedad Hispánica sponsor a Spanish conversation table, with faculty members present.
- Spanish students are encouraged to attend and to present papers at the annual CSU Honors Colloquium, and professional meetings such as FLAG.
- Students and faculty are encouraged to participate in activities sponsored by CHISPA.

Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement.

- **SERVICE LEARNING**: Candidates have the opportunity to participate in the following service learning experience:
  - Ministerio de Amor, Cuernavaca: Students work 4 hours per week at the orphanage Ministerio de Amor, Cuernavaca, Mexico. Students tutor, supervise after school activities, and help with English instruction. Service learning scholarships are available.
- **PRACTICA:** Candidates complete a carefully designed sequence of diverse field experiences, beginning with their first professional course. The nature of the field experiences/practica is as follows:
  - EDUF 2215, The American Educational Experience (40 clock hours): The candidate is assigned to a teacher from his/her major. The candidate observes, assists, and tutors.
  - SPED 2256, Introduction to the Exceptional Learner in General Education (30 clock hours): The candidate is placed in one or more of several settings serving exceptional populations. The candidate observes, assists, and tutors.
  - Practicum I, Middle Grades and Secondary Practicum (50 clock hours): Candidate experiences include planning, observing, assisting with lessons, and working with individual students or small groups. The candidate also prepares an adolescent case study.

- o Practicum II, P-8 Elementary and Middle Grades (50 clock hours): Candidate is assigned to an elementary and middle grade foreign language teacher. The candidate interviews students about language, observes teaching, plans activities or short lessons, assesses student learning, and performs other teaching-related duties.
  - o EDCI 4485: Student Teaching (664 clock hours): Candidate is assigned to a foreign language teacher in a Partner School and spends one full semester in full-time teaching activities.
- **STUDY ABROAD**
  - o The Department of Language and Literature, Spanish, offers both summer and semester total immersion study abroad programs in Cuernavaca, Mexico. To date, all graduates have attended the program in Cuernavaca. Spanish faculty members serve as resident directors. Students can choose from a range of courses in Cuernavaca, including language, phonetics, culture/civilization, and literature courses, all of which have been designed to count toward the major. Study abroad scholarships are available.
- **CAREER PLANNING AND PLACEMENT**
  - o Faculty members meet the students each semester and speak with them with respect to career plans.
  - o Faculty members regularly write students recommendations for teaching posts and graduate schools.
  - o All graduates, to date, have either been employed by school systems immediately upon graduation, or they have continued on to graduate school.
  - o The following graduates have have been placed in teaching posts:
    - a. Kandice Collins (2001): Taught in San Antonio, TX, high school Spanish. Attended University of Texas, SA and received her MA in history. She is presently teaching in Seattle, Washington.
    - b. Ebony Thorto n (2002): Taught at North Side HS, transferred to a middle school in Atlanta. Received her MA in English from CSU in 2006.
    - d. Steven Saffels (2004): Taught HS Spanish in Atlanta. Presently, studying Arabic in Lebanon.
    - e. Tara Thompson (2005): Presently teaching HS Spanish and English at MarionCounty HS. Working on MA in English at CSU.
    - f. Angela Stirrett (2006): Taught at Shaw HS and transferred to Kentucky.
  - o The following graduates have pursued graduate degrees immediately after graduation.
    - a. Alex Conrad (2000): Graduated with a BA in History and returned to CSU to complete Spanish degree requirements. Upon finishing Spanish requirements, went directly to Auburn University and earned the MA in Spanish. At Auburn, received a teaching fellowship to cover tuition,

plus he received a salary. Following the M.A., went to the University of Virginia for the PhD. (The UVA program was ranked # 5 in the lasted national rankings of Foreign Language PhD programs.) At UVA, received teaching assistantship to cover tuition, plus received salary. He is presently writing his dissertation on Latin American writers who situate their novels in the United States. Received scholarship to attend UVA 2007 summer institute "Literatura Argentina en la Argentina: Crítica y Creación." Has been employed as a lecturer by University of Alabama, Huntsville, to begin August 2007.

b. Leslie Maxwell (2002): Graduated with a BA in English and completed the Spanish degree requirement. Went directly to Auburn University and earned the MA in Spanish. At Auburn, she had a teaching fellowship to cover her entire tuition, plus she received a salary. Following the MA, went to the University of Virginia for the PhD. At UVA, she had the faculty fellowship, and she was also one of the President's Scholars. She is presently writing her dissertation on sexual abuse as portrayed in works of selected 19th century Spanish writers. In April she was employed as an assistant professor, tenure-track, at the University of Alabama, Huntsville, to begin August 2007. She has presented two research papers at the University of Kentucky Foreign Language Conference, and she has had a paper accepted for the 2007 Modern Language Association Conference in Chicago.

II. B. The Quality of the Curriculum Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very strong

Describe the relationship between the program's curriculum and its outcomes.

The expected outcomes are defined in detail in the attached 2005 report to the Georgia Professional Standards Commission. The overall outcome is "…to prepare highly qualified teachers who possess the knowledge, skill, and dispositions necessary to promote high levels of learning for all P-12 students. The outcomes as detailed in the report to the PSC are achieved as follows:

- Spanish content courses and study-abroad /service-learning/internship experiences lead to the achievement of: 1) knowledge of Spanish language, content, and cultures, and 2) proficiency in Spanish at the low-advanced level are achieved.

- General education courses and foreign language education courses lead to achievement of proficiencies related to: 1) instructional planning, 2) implementation of instruction, 3) helping every student succeed, 4) selecting and using materials to enhance teaching and learning, 5) acquiring knowledge of findings of educational research related to the teaching and learning of foreign languages, 6) acquiring and adhering to values, commitments, dispositions, and habits associated with effective and professional teaching.

Accrediting and professional agencies guide the development of the curriculum so that students meet national expectations for future teachers of Spanish.

Indicate how technological skills are incorporated into the program of study.

Application of technology to foreign language learning is an important component of most courses in Spanish. From Spanish 1001-2002 and beyond, students apply technology to improve speaking and listening skills and to connect to the Spanish-speaking world. The use of computers to expand the classroom to the Spanish-speaking world, and viewing video and film to explore issues of diversity and culture in the Spanish-speaking countries are a priority. The College of Education provides a course titled INTECH, which provides forty hours of technology training for teachers, and students are required to develop a lesson that includes technology. As well, Spanish content courses require presentations and assignments that necessitate the further use of skills acquired in the INTECH course.

Indicate how the program is relevant to student needs.

The program prepares the student to gain employment upon graduation or to enter graduate school. Students wishing to gain employment upon graduation enter the job market with a teaching certificate. Students wishing to pursue post-graduate studies will have acquired critical thinking/analytical skills and technical skills during their course work in Spanish content courses and teacher education courses. The SPAN 5555 courses allow students to gain specialized knowledge in an area of interest they might wish to pursue after graduation. In sum, the program trains students to be effective teachers who are proficient in their field, and it allows for the possibility of their continuing on to earn an advanced degree. Upon graduation, all students to date have either been employed as teachers or have been accepted into graduate programs.

Describe how students are challenged to think across disciplines.

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision-making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person. Community members need these skills to function as responsible citizens, and employers prize those employees who

demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job.

Students in the program reinforce and further their knowledge of other disciplines through the use of Spanish. The program's effort to connect the study of languages with other disciplines opens doors to information and experiences that enrich students' entire lives. Students use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines. Specific student performance standards with respect to thinking across disciplines are as follows:

- Speaking and writing: Students use topics and skills from other school subjects to discuss and/or write in Spanish.
- Reading and listening: Students read material, listen to and/or watch programs in Spanish on topics from other classes.
- Accessing resources: Students access resources in Spanish on topics being discussed or researched in other classes. They also access information in Spanish in order to gain greater insight about other cultures and/or their own.
- Popular media: Students read, view, listen to, and talk about subjects contained in popular media from Spanish speaking countries in order to gain a perspective on other cultures.
- Comparing Spanish with students' native language of English: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Also, linguistic courses prepare students to compare how different language systems express meaning and reflect culture.
- Cultural variations: Students discuss the meaning of perspectives, products, and practices in different cultures.
- Comparisons; Students compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.

Explain how diversity, multiculturalism, and international perspectives are included in the program.

Foreign language faculties and their programs are in themselves microcosms of cultural diversity. The B.A. in Spanish with Teacher Certification program brings together a large assortment of students who are native speakers of Spanish, ethnic/heritage speakers of Spanish born in the United States but differing from the majority population in their parentage and linguistic formation, and native speakers of English who are provided long periods abroad in the environment of the target language they will teach. With regard to the last group, such speakers/students, via language study and personal experience in the second culture develop unusual cross-cultural sensitivity and gain a wealth of information about the target-language region and culture.

Film series and conversation tables allow students and faculty from the different communities described above to interact with one another.

The program also offers course offerings, such as "Perspectives on Mexico: Works and Experiences of Selected Mexican Women," "Literature of Spanish-Speaking Communities in the U.S.," and "Cultural and Political Myth-Making in Latin America," that satisfy student and faculty desires to diversify the curriculum, making possible the incorporation into the curriculum many writers who do not fit neatly into established academic pigeonholes, and thus, perhaps, not normally taught.

Canonical texts are also frequently taught by grounding the canon in an "aesthetics of reception" that helps to reconstruct the historical process by which readers received and interpreted texts at different times.

The CSU in Mexico study-abroad immersion experience offers a rewarding opportunity for comparing cultural systems. Language learning involves not only acquiring a skill, but becoming a different person, as well. Achieving a high level of competence in Spanish engages one's whole person and necessitates realizing that a value and belief system significantly different from American standards operates throughout Spanish-speaking societies. It can be argued that no other experience can so successfully deconstruct the notion of "monoculturalism," allowing a student to compare his or her own customs against those encountered abroad. To date, all graduates have participated in study abroad.

II C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Strong.

Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rate.

Students who are admitted to the College of Education for Teacher Education are required to have a GPA of 2.75.

Data provided by the Office of the Vice-President for Academic Affairs indicate that for the academic year 2005/06, the majors have an average SAT verbal score of 482 and an average SAT math score of 439. The average undergraduate GPA is 2.83.

Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment.

The B.A. in Spanish with Teacher Certification is a new program. To date, as earlier demonstrated, all candidates have successfully passed the Praxis. All graduates to date have either obtained employment in the public school systems or entered post-graduate

programs.   To date, after beginning in 2003, the program has undergone 3 separate assessments: PSC, NCATE, and SACS.

Describe methods to be pursued for program improvement.

- We have already implemented a requirement of a GPA of 2.75 for admittance to the junior year of the program.
- We have implemented a requirement of a C or better average in all courses required by the major.
- We will annually assess curriculum and make changes to address needs revealed.

IID. The Quality of Faculty Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Strong**.**

Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training, specializations, secondary fields.)

The following faculty and staff deliver the Spanish with Teacher Certification program:
- Two full-time faculty in Spanish.
- One full-time faculty in Linguistics, who teaches courses related to the English major programs, as well.
- One full-time faculty in the College of Education, who delivers courses in Curriculum Instruction and oversees observation and student teach.
- Four part-time instructors who deliver some of the language sequence SPAN 1001-2002 courses.

Describe the support provided for faculty development.

Partial funding is made available for faculty development, usually for travel. Loudermilk awards have also provided partial funding for research. Additional funds are provided for reassigned time (1 course) for the coordinator of the Spanish language sequence, SPAN 1001-2002.

Show faculty diversity and credentials.

Faculty Diversity
- One full-time faculty member in Spanish is Hispanic.
- One full-time faculty member in Spanish is Caucasian.
- The full-time faculty member in Curriculum Instruction is Hispanic.
- One full-time faculty member in Linguistics is Asian.
- Two part-time faculty members in Spanish are Caucasian.
- Two part-time faculty members in Spanish are Hispanic.

Faculty credentials

Full-time
José Barroso Castro, Assistant Professor
       Ph.D., Spanish, Cornell University
       M.A., Spanish, Cornell University
       B.A.,   Hispanic Language and Literature, Universidad de Salamanca
Alyce Cook, Associate Professor
       Ph.D., Spanish, University of Virginia
       M.A., Spanish, Auburn University
       B.A.,   Spanish, University of South Carolina
Graci Hartman, Instructor
       M.A., Spanish, Auburn University
       B.A.,   Spanish, Bob Jones University
Kristiane Jarrell, Instructor
       M.A., Spanish Education, University of Gerogia
       B.A.,   Spanish, Furman University
Kyongseon Jeon, Assistant Professor
       Ph.D., Applied Linguistics, Georgetown University
       M.A., Bicultural Studies, University of Texas, San Antonio
       B.A.,   English Language and Literature, Chonnam National University,
            Kwangju, South Korea
Victoria Maldonado, Instructor
       M.A., Spanish, Kansas State University, Manhattan KS
       B.A.,   Spanish, Kansas State University, Manhattan KS
Morris, Karen
       M.A., Hispanic Studies, Auburn University
       B.A.,   Spanish, Auburn University
Sonia Rivera, Instructor
       M.A., Teaching Languages, Spanish emphasis, Florida State University
       B.S.,   Mathematics Education, Florida State University
José Villavicencio, Associate Professor
       Ed.D. University of Southern California
       B.A.   San Francisco State University

Describe how part-time faculty are integrated into the program.

- Full-time and part-time faculty members teach the SPAN1001-2002 courses. Part-time faculty members teach only SPAN 1001-2002.
- In SPAN1001-2002 courses, full-time and part-time faculty members work from the same syllabi and textbooks and give departmental texts and exams.
- The Mutual Classroom Observation project strives to insure articulation of content and methodology in the Spanish 1001-2002 courses.
- Part-time faculty members are provided office space with telephone and computer, secretarial services, and access to all other resources on campus.

- Two workshops per semester are held, and part-time and full-time faculty members attend.
- Part-time faculty members are invited to attend departmental activities.

Describe methods to be pursued for program improvement.

We are searching for another full-time faculty member in Romance or Applied Linguistics to teach Spanish language courses, linguistics courses, and to take over coordination of the Spanish 1001-2002 courses.

II E.   The Quality of Facilities and Equipment Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

Describe the condition and adequacy of available space.

- Classroom space is adequate.
- All foreign language instructors have access to interactive media rooms.
- The classrooms are not configured to our advantage, however, given that we use a communicative approach to teaching. It is important that we be able to move desks, tables, students, etc. around during any given class period. Smaller tables with wheels would better accommodate our needs.

Describe the condition and adequacy of technology labs, equipment, and library resources.
- We have one excellent language laboratory, but seating is limited.
- A second lab that can also function as a classroom is needed. It should be configured for foreign language classrooms, as described above.
- Additional site licenses will allow students to access software programs from other computer labs across campus.
- Through no fault of their own, the library has been under-funded for several years, and as a consequence, there are very serious inadequacies in all foreign language materials. Peninsular and Latin American works in Spanish, critical works, and journals need to be added. The library has begun to work from a list that the Spanish faculty has supplied.

Provide other indicators of adequacy of campus infrastructure to support the program.
- A full-time language lab director is needed. At present, there is not a search for a full-time director.
- Our majors would benefit from a common meeting space to work together, consult journals, tutor, etc.

- While the Media Center works very hard to serve the foreign language faculty, they are clearly overburdened. Many of our courses are technology intensive. One technician for every 6 to 10 faculty might better serve the faculty needs. It is a policy that some of our sister universities have adopted.

Describe methods to be pursued for program improvement.

- We hope to search for a full-time language lab director.

Common data source: None, this is program-specific.

II F.   The Quality of Research and Scholarship Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Strong

Explain how faculty involves students in research.

- In literature and civilization/culture courses, students write research papers and make oral presentations.
- On two occasions students have gone on to present their research papers at the CSU student research conference.
- Faculty members also make every effort to include students in attendance at professional organizations.
- Faculty members involve students in visits of scholars to campus.

Describe how faculty research relates to the program mission.

Faculty research relates to the program mission in several ways.
- The program mission is to prepare effective teachers, and in order to do so, faculty attend conferences that address new information and trends in the field.
- Faculty research informs courses and methodologies.
- Via their research, faculty members remain active in their fields of expertise and contribute to scholarship in their field.

Describe mentoring and professional development opportunities for faculty.
- New faculty members attend the university's orientation.
- New faculty members are also assigned a mentor from among the tenured faculty. The mentors offer advice and guidance as new faculty members establish a body of work that will allow them to apply for promotion and tenure. The mentors also try to help the new faculty understand the infrastructure of the university, and they alert them to opportunities that may arise.
- Faculty members are allotted a modest portion of departmental funds to attend regional or national conference and workshops in their discipline. As well,

faculty members have received faculty development funds for international travel for the purpose of research and/or interviewing prominent writers.

List faculty publications, papers given, and public lectures.

Publications

José Barroso Castro
Books
Sobre la comprensión poética. Madrid: VisorDis / Antonio Machado Libros, 2001.

Articles/Reviews
 "Conciencia en acto: autoextrañamiento y reminiscencias clásicas en 'Adolescencia' de Vicente Aleixandre." Iberoromania. (Forthcoming)

"Las Meninas y Don Quijote: dos modos para la identificación en mundos ética y poéticamente posibles." Atti del Congresso "I mondi possibili del Quijote" (Roma, Feb. 22-24, 2006). Roma: Instituto Cervantes-Dipartimento di Studi Romanzi. (Forthcoming)

"La Repubblica dei malintesi: Hélices e la bellezza permanente." Hélices/ Eliche. Ed. Guillermo de Torre. Roma: Bibliotheca Aretina / Università di Siena-Arezzo, 2005. 237-41.

 "Hacia una teoría de la humanidades", Insula 643, (July, 2000): 19-20.

"Signo poético: la forma tocando fondo. A propósito de Góngora. Percorsi della visione, de Enrica Cancelliere." Boletín de la Biblioteca de Menéndez Pelayo, LXXIII (1997): 13-27.

"Fenomenología de la Creación: *tempo* y sensibilidad en Imagen de Gerardo Diego." Gerardo Diego (1886-1996). Cuenca: Universidad Castilla-La Mancha, 1997. 43-53.

"Jorge Guillén y Vicente Aleixandre: dos ventanas frente a frente." Guillén at McGill. Ottawa: Dovehouse, 1996. 93-111.

"Fortunas y adversidades en el continuo viajar del Emperador." I Congreso Internacional de Caminería Hispánica (July 1992). Madrid: CSIC, 1994. 47-54.

"Propuestas de transcripción para textos del XV y Siglos de Oro." Estado actual de los estudios sobre El Siglo de Oro (II Congreso de la Asociación Internacional Siglo de Oro). Salamanca: Universidad, 1993. 161-176.

"La retórica del Tratado de amores de Diego de San Pedro y su impronta en la prosa de fray Antonio de Guevara." Actas del III Congreso de la Asociación Hispánica de Literatura Medieval. Alcalá:Universidad, 1994. 159-168.

"Antonio de Guevara." <u>Marienlexikon</u>. ST. Otilien (Munich), 1991. (PAGES)

"La *Silva* del «docto caballero» Pedro Mexía." <u>Insula</u> 517 (1990): 4-5.

Collaboration on Miguel de Cervantes. <u>La Galatea</u>. Ed. Juan Bautista Avalle-Arce. Madrid: Espasa-Calpe, 1987. (Transcription and modernization from the *editio princeps)*

Conference Papers
"Las Meninas y <u>Don Quijote</u>: dos mundos posibles", at Congresso "I mondi possibili del <u>Quijote</u>," Università di Roma, Studi Romanzi, Feb. 22-24, 2005.

"Fenomenología de la Creación en <u>Imagen</u> de Gerardo Diego," at Encuentro Internacional y XVI Asamblea General de ALDEEU, Universidad de León, July 8th, 1996.

General Table (Mesa Redonda): "Del hombre al poeta," at Symposium DISCOURSES OF DESIRE: JORGE GUILLEN, University of Wisconsin, Nov. 1994.

"Fortunas y adversidades en el continuo viajar del Emperador," at I Congreso Internacional de Caminería Hispánica, CSIC, Pastrana-Madrid, July, 1992.

"Propuestas de transcripción para textos del XV y Siglos de Oro", at II Congreso Internacional de la Asociación Internacional Siglo de Oro, Universidad de Salamanca and Universidad de Valladolid, July 23rd, 1990.

"La retórica de la novela sentimental y su impronta en la prosa artística de Fray Antonio de Guevara," at III Congreso de la Asociación Hispánica de Literatura Medieval, Universidad de Salamanca*,* August, 1989.

Alyce Cook
Articles/Reviews
"<u>La travesía</u>, by Luisa Valenzuela and the Search for Order." <u>Modernisms and Modernities</u>. Ed. Susan Carvalho. Madrid, Newark: Juan de la Cuesta, 2006. 321-333.

Preface. <u>Helena Maria Viramontes, en sus propias palabras</u>. By Lydia Helena Rodriguez. Madrid: Ediciones Nuevo Espacia, 2006. v-xi.

"<u>Hay que sonreír </u>and <u>Cola de lagartija </u>by Luisa Valenzuela: Literature as Testimonial Breakthrough." <u>Woman as Witness: Essays on Testimonial Literature by Latin American Women</u>. Ed. Linda S. Maier and Isabel Dulfano. New York: Peter Lang Publishing, 2004. 167-178.

Rev. <u>Captive Women: Oblivion and Memory in Argentina</u>, by Susan Rotker. <u>Biography</u>. (Fall 2004): 859-862.

Rev. <u>El río de los sueños </u>by Rhonda Dahl Buchanan. <u>Confluencia.</u> (2003): 221-225.

"Novela negra con argentinos and the Move Toward Reconciliation." La CHISPA (1997): 113-123.

"Funeral en Teruel, un drama posmoderno." Anales literarios: Dramaturgos. 1 (1995): 272-287.

Conference Papers
"In the Twilight of Post? Modernity, Luisa Valenzuela's La Travesia," at University of Kentucky Foreign Language Conference: Studies In Honor of Donald Show, April 2006, Lexington.

"Search for Order in Luisa Valenzuela's La Travesía " at XXIX Annual Hispanic Literatures Conference, Indiana University of Pennsylvania, October 2003, Indiana, Pennsylvania.

"New Narrative Technique in La Travesía, by Luisa Valenzuela," at University of Kentucky Foreign Language Conference, April 2003, Lexington.

"Crime and the Perception of Crime in Two Novels by Luisa Valenzuela and Mempo Giardinelli," at University of Kentucky Foreign Language Conference; April 2000, Lexington.

"Survival of the Extreme: Novela negra con argentinos, by Luisa Valenzuela," at SAMLA Conference; October 2000, Birmingham, Alabama.

"Narrative as Witness: Luna caliente, by Mempo Giardinelli," at University of Kentucky Foreign Language Conference; April 1999, Lexington.

"Cola de lagartija by Luisa Valenzuela: Literature as Testimonial Breakthrough," at University of Kentucky Foreign Language Conference; April 1998, Lexington.

"Beyond Repression in Luisa Valenzuela's Novela negra con argentinos," at La CHISPA, Louisiana Conference on Hispanic Languages and Literatures; February 27-March 3, 1997, Tulane University, New Orleans.

" Novela negra con argentinos and the Move Towards Reconciliation," at the Seventh International Conference of the Asociación de Literatura Femenina Hispánica; October 1997, University of Colorado, Boulder.

"Illusion and Deceit in Luisa Valenzuela's Hay que sonreír," at University of Kentucky Foreign Language Conference; April 1996, Lexington.

"Victimization as Portrayed in Selected Works by Griselda Gambaro and Luisa Valenzuela," at University of New Mexico V Annual Symposium on Literary Criticism and Women Writers of Latin America; February 1996, Albuquerque.

"Narrative Technique in Luisa Valenzuela's <u>Realidad nacional desde la cama</u>," at University of Kentucky Foreign Language Conference; April 1995, Lexington.

Kyongseon Jeon
Articles/Reviews
"Noun Phrase Accessibility Hierarchy in Head-internal and Head-external Relativization in L2 Korean." <u>Studies in Second Language Acquisition</u>, 29. (Forthcoming)

"Interaction-driven L2 Learning: Characterizing Linguistic Development." <u>Conversational Interaction in Second Language Acquisition: A Series of Empirical Studies</u>. Ed. A. Mackey (Forthcoming, Oxford University Press)

Carpenter, H., K.S. Jeon, D. MacGregor, and A. Mackey. "Recasts and Repetitions: Learners' Interpretations of Native Speaker Responses." <u>Studies in Second Language Acquisition</u>, 28 (2). 2006.

"Korean Negation Revisited: A Cognitive Linguistics Approach." Ed. S. Kuno, J. Whitman, Y. Kang, I-H. Lee, J. Maling, and Y-J. Kim. <u>Harvard Studies in Korean Linguistics</u> IX (2001): 389-398.

 "A Cognitive Linguistics Approach to Two Forms of Korean Negation." <u>Proceedings of The First Seoul International Conference on Discourse and Cognitive Linguistics: Perspectives for the 21st Century</u>. Hankuk Munwhasa: Seoul, Korea, 2001. 833-846.

"Second Language Acquisition Study of Korean Negation: Is Preverbal Universally Easier than Postverbal?"   Ed. H-D. Ahn and N. Kim. <u>Selected Papers from the Twelfth International Conference on Korean Linguistics</u>. Kyungin Munwhasa: Seoul, Korea, 2001. 137-149.

Conference Papers
"Noun Phrase Accessibility Hierarchy in Head-internal and Head-external Relativization in L2 Korean," at The American Association of Applied Linguistics Conference; June 2006, Montreal, Canada.

Jeon, K. S. and H. Kim. "L2 Development of Head-Internal and Head-External Relative Clauses," at The 12th Conference of American Association of Korean Teachers; June 2006, Princeton University, Princeton, NJ.

"Interaction, Language Typology and Second Language Learning," at Faculty Research Forum; April 2006, Columbus State University Library, Columbus, GA.

"Noun Phrase Accessibility Hierarchy in Head-internal and Head-external Relativization in L2 Korean," at Second Language Acquisition of Relative Clauses Workshop; January 2006,Cornell University, Ithaca, NY

"Acquisition of L2 Vocabulary Through Task-based Interaction," at Second Language Research Forum; October 2005, Columbia University, New York, NY.

"Task-based Language Teaching," at Best Practices for ESL Teachers Conference; November 2004, Gainesville, GA.

"Differential Effects of Interaction," at Second Language Research Forum; October 2004, Pennsylvania State University, State College, PA.

" Interaction-Driven L2 Learning: Characterizing Linguistic Development," at American Association of Applied Linguistics; March 2003, Arlington, VA.

Carpenter, H., K.S. Jeon, and D. MacGregor. "Recasts, repetition, and Linguistic Contrast," at AILA; December 2002, Singapore.

Carpenter, H., K.S. Jeon and D. MacGregor. "Recasts, Repetitions, Cues and Contrasts," at Second Language Research Forum; October 2002, Toronto, Canada.

Tyler, A. Fujii, K.S. Jeon,,O Liamkina, D. MacGregor, K. Mulrooney, and M. Takada,"Reconsidering Over: An Experimental Investigation," at American Association of Applied Linguistics; April 2002, Salt Lake City, UT.

"Language Processing Difficulty and Elicited Imitation: L2 Korean Negation," at The 1st Form-Meaning Connections in Second Language Acquisition Conference; February 2002, The University of Illinois, Chicago.

José Villavicencio
Articles/Reviews
"Piecing Together the Diversity Puzzle." Perspectives in Learning, Journal of the College of Education Columbus State University (2006).

"Use of Authentic Language Materials to Teach Foreign Languages." Perspectives in Learning, Journal of the College of Education, Columbus State University (2005).

"The Committee on Diversity's Action Plan." Perspectives in Learning, Journal of the College of Education, Columbus State University (2005).

"Teaching Culture in the Foreign Language Classroom." Perspectives in Learning, Journal of the College of Education, Columbus State University (2004).

"Story-based Language Learning." Perspectives in Learning, Journal of the College of Education, Columbus State University. (2003).

Conference Papers
"Understanding and Encouraging Student Diversity Through Community Involvement," at PEACE Conference, March 2006, Peachtree City GA.

"Understanding and Encouraging Student Diversity Through Community Involvement," at PEACE Conference, March 2006, Peachtree City GA.

"Diversity at CSU," at GA NAME, March 2005, Peachtree City GA.

"In Search of Diversity," at GACTE/GATE, March 2003, St Simons Island GA.

"Story-Based Language Learning," at GA NAME, March 2003, Callaway Gardens GA.

"Challenges of Change: Foreign Language Education," Keynote speaker at the College of Education Colloquium, 2001, Columbus GA.

"Developing a Vision," at BAFLP Seminar Series,1997.

"Presentations with the Aide of Technology," at BAFLP Seminar Series,1997.

"Teaching Literature in the Foreign Language Classroom," at Staff Development Workshop of the San Mateo Union High School District,1997, San Mateo CA.

"How to Develop Thematic Lessons," at BAFLP Seminar Series,1996.

"Assessment in the Foreign Language Classroom," at Spring Workshop of AATSP,1995, San Francisco State University, CA.

"Diversity and Inclusion in the Classroom," at BAFLP Seminar Series,1995.

Describe methods to be pursued for program improvement.

- We will encourage undergraduate students to attend student research conferences.
- Faculty will continue to be encouraged to carry out research and publish.
- We will press for adequate funding.

II G.   The Quality of Service Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Strong

Describe projects completed and outcomes that contribute to the program, department, college, institution, community, and/or the region.

The faculty members in Spanish are dedicated to involvement in projects that enhance students' learning. An incomplete list of faculty projects follows:

- For 10 years, faculty members have organized and carried out a total immersion study abroad program to Cuernavaca, Mexico. For a period of between 4 to 8 weeks in the summer, students live with Mexican families, study Spanish language, and travel. Over 100 students have attended to date. Several major students who have gone on to graduate school have received student assistantships to work and teach in their graduate school's abroad program, based on their participation in CSU programs; for example, Leslie Maxwell served as a student assistant for both the Auburn University program to Cuernavaca,Mexico (during her MA studies) and the UVA program to Valencia, Spain (during her PhD studies.)
- For 7 years, faculty members have organized and carried out a semester long total immersion study abroad program to Cuernavaca, Mexico. 8 students have attended to date.
- In summer 1997, faculty members organized and carried out a total immersion study abroad program to Salamanca, Spain. Thirteen students attended.
- Faculty members organized and carried out a conference on Latin American literature, and they arranged the campus visit of two prominent writers and four professors/literary critics for the conference. The conference consisted of an evening of prose and poetry readings, a dinner, and two days of conference sessions attended by students and faculty from Columbus State and neighboring universities. Alex Conrad Varnon, one of our students, presented a paper at this conference. He has since gone on to do PhD studies, and he will be spending the summer in Resistencia, Argentina, under the direction of Mempo Giardinelli, one of the writers featured at the conference.
- Faculty members supported the semester-long appointments to our department of the poet Heberto Padilla and the novelist and short story writer Guillermo Martinez. Faculty organized and carried out poetry and prose readings, interviews, and dinners during the writers' stays.
- Faculty members organize and carry out film series, language tables, and Latin Dance parties that accompany department course offerings.
- Faculty members judge at the Language Fair.
- Faculty members serve on many university committees.
- Faculty members are members and officers of professional societies.
- Faculty members present research at professional meetings

Describe methods to be pursued for program improvement.

If funding is available, we will propose the following:

- On alternate years, a lecture series to invite faculty and writers in Spanish and Latin American letters to campus, to be attended by CSU faculty and students, as well as K-12 foreign language teachers in the area and secondary school students of Spanish.
- In conjunction with the B.A. in French with Certification program, a lecture series to invite prominent faculty in the field of foreign language instruction/pedagogy

to campus, to be attended by CSU faculty and students, as well as K-12 foreign language teachers in the area.

II H.   *Program Honors & Awards*

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory.

Identify the formal honors, awards, high rankings, citations of excellence, accreditations, positive external reviews, etc. that this degree program has received over the last seven years.

CSU in Mexico program and director received award from governor of State of Morelos, Mexico, for contribution to field of international education/study abroad in Cuernavaca, Mexico.

If program accreditation is available but has not been attained at CSU, explain why.

The program is NCATE accredited .

II I. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty

State your assessment of the strength of the evidence of program quality on this indicator.

Strong for a new program.

Identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years that reflect on the quality of the program.

Students and Graduates

Tara Brady
Spanish Award, Department of Language and Literature, 2005
Sigma Delta Pi honor scholarship for study abroad, 2003

Amanda Capps
Sigma Delta Pi honor scholarship for study abroad, 2003

Leslie Maxwell Kaiura
Graduate School of Arts and Sciences Dissertation-Year
   Fellowship, University of Virginia, 2006-2007
Research Grant from the Program for Cultural Cooperation between Spain's Ministry of
   Culture and United States' Universities, Summer 2006

Dean's Fellow, University of Virginia, 2005-2006
Faculty Fellowship, University of Virginia, 2003-2005
Charles Gordon Reid Summer Research Fellowship, University of Virginia, Summer 2006
University of Virginia, Graduate Teaching Assistantship in Spanish, 2003–Present
Auburn University, Graduate Teaching Assistantship in Spanish
Sigma Delta Pi Spanish Honor Society, Columbus State University
Phi Beta Delta Honor Society for International Scholars
Phi Kappa Phi Honor Society, Columbus State University
Who's Who Among American College Students
National Dean's List

Stephen Safels
Spanish Award, Department of Language and Literature, 2004

Alex Varnon
Auburn University, Graduate Teahcing Assistantship in Spanish, 2004-4005
University of Virginia, Graduate Teaching Assistantship in Spanish, 2005-present

Faculty

Alyce Cook
Loudermilk Award to travel to Buenos Aires, Argentina to interview Argentine novelist and short-story writer, Luisa Valenzuela, 2006
Faculty Service Award, 2001
Faculty Development Research Award to attend University of Virginia "Institute on Argentine Literature" in Resistencia, Argentina, 2000
Loudermilk Award to organize Columbus State University Colloquium on Latin American Literature of the Post-Boom, 2000

Kyongseon Jeon
Capital Campaign Faculty Research Award, Summer 2006
CSU Nominee for Board of Regents Teaching Excellence Award, 2006

José A. Villavicencio
"Bridge Builder in Multicultural Education" certificate from the National Association of Multicultural Education, 2004
Certificate of Excellence for contributions made to the Teacher Education Program at Columbus State University, 2003
Certificate of Recognition for contributions made to the Teacher Education Program at Stanford University; 1998,1999
LaBoskey Award for Outstanding Contributions to Teacher Education, Stanford Teacher Education Program, 1998
"Who is Who" Among American Teachers, 1992, 1994, 1998
Outstanding Program Presented to Burlingame High School for being one of the top five percent of comprehensible high schools having the greatest number of seniors completing three or more years of foreign language courses; 1992, 1994

Mentor Teacher, San Mateo Union High School District, 1987, 1991.

II J. General Success of the Program's Graduates

State your assessment of the strength of the evidence of program quality on this indicator.

Above average.

Report the results of the department's assessments of the general success of the program's graduates such as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to post-baccalaureate programs, etc.

Certification rates: All graduates to date have obtained certification.
Job offers/job placement statistics: All graduates to date have been placed in jobs in their fields. The following information appears earlier:
- The following graduates have have been placed in teaching posts:
  - a. Kandice Collins (2001): Taught in San Antonio, TX, high school Spanish. Attended University of Texas, SA and received her MA in history. She is presently teaching in Seattle, Washington.
  - b. Ebony Thorton (2002): Taught at North Side HS, transferred to a middle school in Atlanta. Received her MA in English from CSU in 2006.
  - d. Steven Saffels (2004): Taught HS Spanish in Atlanta. Presently, studying Arabic in Lebanon.
  - e. Tara Thompson (2005): Presently teaching HS Spanish and English at MarionCounty HS. Working on MA in English at CSU.
  - f. Angela Stirrett (2006): Taught at Shaw HS and transferred to Kentucky.
- The following graduates have pursued graduate degrees immediately after graduation.
  - c. Alex Conrad (2000): Graduated with a BA in History and returned to CSU to complete Spanish degree requirements. Upon finishing Spanish requirements, went directly to Auburn University and earned the MA in Spanish. At Auburn, received a teaching fellowship to cover tuition, plus he received a salary. Following the M.A., went to the University of Virginia for the PhD. (The UVA program was ranked # 5 in the lasted national rankings of Foreign Language PhD programs.) At UVA, received teaching assistantship to cover tuition, plus received salary. He is presently writing his dissertation on Latin American writers who situate their novels in the United States. Received

scholarship to attend UVA 2007 summer institute "Literatura Argentina en la Argentina: Crítica y Creación." Has been employed as a lecturer by University of Alabama, Huntsville, to begin August 2007.

    d.   Leslie Maxwell (2002): Graduated with a BA in English and completed the Spanish degree requirement. Went directly to Auburn University and earned the MA in Spanish. At Auburn, she had a teaching fellowship to cover her entire tuition, plus she received a salary. Following the MA, went to the University of Virginia for the PhD. At UVA, she had the faculty fellowship, and she was also one of the President's Scholars. She is presently writing her dissertation on sexual abuse as portrayed in works of selected 19th century Spanish writers. In April she was employed as an assistant professor, tenure-track, at the University of Alabama, Huntsville, to begin August 2007. She has presented two research papers at the University of Kentucky Foreign Language Conference, and she has had a paper accepted for the 2007 Modern Language Association Conference in Chicago

Average salaries: We do not have this information.

Subsequent career advancement: We do not have this information. The program began in 2002.

Test scores: All students to date have passed Praxis exams. The professor in Curriculum and Instruction coaches the majors in order to prepare them to take and pass the Praxis II proficiency examination in the target language. Students must pass the exam for certification.

Admissions to post-baccalaureate programs: Students have been admitted to Auburn University MA in Spanish program. Two minors, who returned to finish Spanish language courses, are completing the Ph.D. in Spanish at the University of Virginia.   The UVA Spanish Ph.D. program is nationally ranked.

II K.   Stakeholder Satisfaction with the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Strong

Report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time.

Principals in public school system have responded to the faculty member in Curriculum and Instruction that they are satisfied with training of the program's graduates*.*

Also comment on the effectiveness of the program's use of a community advisory board.

The program has a practitioner-based advisory committee (PAC). It consists of P-12 teachers, CSU faculty, and a student member. Recommendations for specific revisions may originate from Program Coordinator, Deans, program faculty, or PAC committee.

II L.   Program's Responsiveness to Change & Improvement

State your assessment of the strength of the evidence of program quality on this indicator.

 Strong

Cite the most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.

The degree began in 2002 A three-part plan to address recruitment, retention, and curriculum changes will continue. Yearly follow-up studies to the plan are required. Our goal is to double both our number of majors and graduates within 5 years.

- d. Recruitment
    - i. Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses. (ongoing)
    - ii. Participation in Career Center activities. (ongoing)
    - iii. Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses. (Fall 2007 and to continue each semester)
    - iv. Marketing the major in secondary schools, in an effort to attract future majors.(ongoing)
    - v. Articles in school newspaper outlining career opportunities for graduates in major. (Fall 2007 and to continue on a yearly basis.)
- e. Retention (Please note, the first four items above are also included here.)
    - i. Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses. (ongoing)
    - ii. Participation in Career Center activities. (ongoing)
    - iii. Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses. (Fall 2007 and to continue each semester)

iv. Marketing the major in secondary schools, in an effort to attract future majors. (ongoing)

v. Articles in school newspaper outlining career opportunities for graduates in major. Fall 2007 and to continue on a yearly basis.)

vi. Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester. (ongoing)

vii. Out-of-class cultural activities and opportunities for language practice, such as Sociedad Hispánica/Spanish National Honor Society film series and conversation tables, CHISPA activities, and the study abroad program in Cuernavaca, Mexico will all continue, in an effort to maintain and establish contact with and to support students in the major. (ongoing)

viii. Questionnaires addressing student satisfaction with the program will be administered yearly. (Fall 2007 and to continue on a semester basis.

f. Curriculum Changes

i. The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition, study abroad, and options for in-depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education. These curricular changes are expected to be reviewed and approved by the campus curriculum committees in the fall of 2006. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents. The foreign language faculty expects to be able to market this revised curriculum more easily. We plan to engage a variety of groups in new partnerships to assist in the effort, including high school teachers, native and heritage speakers in the community, French and

Spanish businesses, international students and Columbus State's foreign language majors and alumni.

ii. Related to the proposal of the B.A. in Modern Languages, the following new courses have been proposed: Spanish Golden Age Theater; Contemporary Film, Spain; Literature of Spanish Speaking Communities in the U.S.; Cultural and Political Myth-making in Latin America; Perspectives on Mexico: Works and Experiences of Selected Mexican Women.

- in response to community demand for teachers of Spanish.
- The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. There will be four tracks to the degree, one of which will be the B.A. in Spanish with Teacher Certification.
- Related to the proposal of the B.A. in Modern Languages, the following courses were proposed: Spanish Golden Age Theater; Contemporary Film, Spain; Literature of Spanish Speaking Communities in the U.S.; Cultural and Political Myth-making in Latin America; Perspectives on Mexico: Works and Experiences of Selected Mexican Women.

Comment on how frequently the program's faculty is engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.

Program evaluation has been an ongoing process since the inception of the program in 2003. Since that time, it has undergone assessment on 3 separate occasions for the PSC, NCATE, and SACS reviews.

III.   Summary Findings of the Program's Overall Productivity

Repeat the summary conclusion about the strength of the program's overall productivity as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment. This summary conclusion should be consistent with the pattern of strengths and weaknesses observed among the indicators of program productivity that follow.

III A.   Enrollment of Students in the Program

State your assessment of the strength of the evidence of program productivity on this indicator.

Strong, for a new program. The program is 4 years old. If compared with established programs, the enrollment numbers are weak.

Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors for the past five years.

Figures for 5 years are not available, given that the program is only 4 years old.

The enrollment of majors has steadily increased over the past 3 years, going from 17 in 2003/04 to 27 in 2005/06. This 47% increase suggests a growing interest on the part of CSU students in the B.A. in Spanish with Teacher Certification program.

The actual number of upper division majors is low; however, the number of B.A. in Spanish with Teacher Certification majors for Fall 2005 is higher than the enrollment numbers for 8 other individual major programs.

For undergraduate programs, compare the strength of the numbers of the upper division majors and enrollment trends for this program with the enrollments and trends of upper division declared majors in other undergraduate programs at CSU.

Based on fall enrollment figures for 2003-2005, furnished at http://aa.colstate.edu/assess/EnrDegData.htm, the growth rate for the number B.A. in Spanish with Teacher Certification majors is equal to or better than the growth rate for 21 other individual major programs, but the overall number of majors is low. It is a new program.

For graduate programs, compare the strength of the numbers and enrollment trends for this program with the enrollments and trends of in other graduate programs at CSU.

NA

Describe methods to be pursued for program improvement.

Recruitment of new majors
- Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses.
- Participation in Career Center activities
- Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses.
- Marketing the major in secondary schools, in an effort to attract future majors.
- Articles in school newspaper outlining career opportunities for graduates in major.

III B. Annual Degree Productivity of the Program

State your assessment of the strength of the evidence of program productivity on this indicator.

It is difficult to assess program productivity, given that ours is a 4-year program, in operation for only 3 years.

Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and the trends of the program's degree productivity over the past five years.

The number of degrees conferred has remained at one per year, with the exception of 2002, when 2 transfer students completed their remaining classes and graduated from CSU.

The students who have been able to graduate thus far have been transfers, or Spanish minors who switched to the B.A. in Spanish with Teacher Certification when the degree became available. Sufficient time has not elapsed to allow students beginning in 2003 to graduate.

There are 4 students scheduled to graduate in Spring 2006.

Compare the strength of the degree productivity of this program with the productivity of other programs at CSU.

We have not received productivity information for programs that are 3 years old. When compared with established programs, degree productivity is low.

Describe methods to be pursued for program improvement.

The proposed discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, and the consolidation of them into a single B.A. degree program in Modern Language & Culture will increase productivity. As well, measures for recruitment and retention, as earlier described, will result in an increase in majors.

III C. Program Completion Efficiency & Graduation Rate

State your assessment of the strength of the evidence of program productivity on this indicator.

 It is difficult to assess program completion efficiency and graduation rate, given that it is a 4-year program, in operation for 4 years.

Analyze and interpret the program's graduation rate.

The graduation rates for 2004, 2005, and 2006 are low.   The four years to complete the degree have not passed.

Compare the program's graduation rate with those of the other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable. (Note: Graduation rates for undergraduate and graduate programs are calculated differently. Data and method of calculation will be provided by VPAA Office.)

We do not have figures on new programs.

If the new program is compared to established programs, the number of degrees conferred is low. The B.A. in Spanish with Teacher Certification is a 4-year program, and it began in Fall 2003. Only those students transferring in and Spanish minors who switched their major in 2003 have had an opportunity to complete the program and graduate.

Describe methods to be pursued for program improvement.

The proposed discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, and the consolidation of them into a single B.A. degree program in Modern Language & Culture will increase productivity. As well, measures for recruitment and retention, as earlier described, will result in an increase in majors. It will also be important that advisors work closely with students, to help them plan out a course of study that can be balanced with their non-academic responsibilities, given that many of our majors are non-traditional students.

III D.   Efficiency & Clarity of the Program's Course Requirements

State your assessment of the strength of the evidence of program productivity on this indicator.

Very strong.

Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively.

The program is tightly structured and efficient. The published course requirements, as stated in the CSU college catalog, are straightforward. All classes required within each area are clearly stated. Prerequisites are clearly stated, as well. Students also receive detailed progress sheets that are available in the Department of Language and Literature.

Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion.

Students do not comment that they experience problems in planning out their degree with a fair amount of accuracy. Faculty advisors guide students in the planning out of the degree.

Describe methods to be pursued for program improvement.

Poll students as to whether or not problems are experienced as they navigate through the curriculum.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

State your assessment of the strength of the evidence of program productivity on this indicator.

Strong.

Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.

The curriculum is offered in such a way that students can complete the degree in a timely manner. All required courses are offered at least annually. Special care is given to schedule courses that should be taken concurrently.

Describe methods to be pursued for program improvement.

As the number of majors and faculty grow, we will offer multiple sections of upper level courses.

III F. Enrollment in the Program's Required Courses

State your assessment of the strength of the evidence of program productivity on this indicator.

When compared with established major programs, the enrollment numbers are at times low; yet the numbers can be explained, given that a sufficient number of students who began the program three years ago are only now beginning to enroll in these classes. In the past, the required courses were filled by students transferring in and by minors who switched to the major, when it was made available in 2003.

Analyze and interpret the strength of the enrollments in the courses required for program completion.

Upper level classes fill at between 10 and 5. Class size in Spanish 1001-2002 varies between 19 and 23, a level that falls within the recommendation of the Association of

Departments of Foreign Languages. The major courses have a lower enrollment due to the fact that the program is new, and students are slowly making their way into these courses.

Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies.

Foreign languages do not form part of the core at CSU.
Courses have not been dropped from the schedule, and majors have not had to complete the program via substitutions or directed studies.

Describe methods to be pursued for program improvement.

With the increase in majors, we expect that the enrollment in the upper level required courses will increase. Eventually, we will need to offer more sections. The plan to increase the overall number of majors, as described earlier, will also result in increased class enrollment.

III G.   Diversity of the Program's Majors and Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

Very Strong.

Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program.

Gender: The ration of men to women has remained fairly constant. Males represent approximately 1/3 of the B.A. in Spanish with Teacher Certification majors. This is lower than the percentage of males to females on campus.

Ethnicity: The three-year average is as follows:

International	Asian	Black	Hispanic	American Indian	Multi-racial	White
0	0	4	11	0	0	5

The percentage of Hispanic students and Black students is higher than the University averages.

Age of majors and graduates: The average age of our students is 29.2 years. This is above the average student age for CSU. The average age of our students is an important factor with respect to advising and scheduling issues.

Comment on the program's success and distinctiveness in enrolling and graduating a diverse mix of students.

We believe that we are exceptionally strong in enrolling underrepresented groups, specifically blacks, females, and Hispanics.

Describe methods to be pursued for program improvement.

We believe that we are doing well in this area, and we will continue to stress diversity when recruiting both students and faculty.

III H.   Cost-Effectiveness of Instructional Delivery in the Program's Home Department

State your assessment of the strength of the evidence of program productivity on this indicator.
Satisfactory.

Contrast the instructional cost-effectiveness of this program's home department with others at CSU.

Our cost per credit hour is at $86 in 2005/06, which is up from $67 in 2003/04.   This is still lower than the average sum of $96.75 for regional universities, four-year colleges and state universities, quoted at "USG by Numbers."

List the principal factors that cause this program's home department to appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e., have a high cost per credit hour).

The program is new, and hopefully as enrollments increase, so will our cost-effectiveness*.*

Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.

We are not a department; however, the cost compares favorably to other CSU programs.

Describe methods to be pursued for program improvement.

Increasing enrollment will increase cost-effectiveness.

III I.   Program's Responsiveness to State Needs and Employer Demand for Program Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

Strong.
The item is difficult to access, given that we have not yet operated for the 4 years required to complete the program; however our graduates and those who have completed course-work for certification are all either employed within the state or pursuing advanced degrees. Their immediate employment indicates an urgent need for Spanish teachers. The State Department of Education intends to have only one diploma, rather than two. Moreover, their intent is that all students will have a 2-year foreign language requirement. The changes will be implemented in 2008, thus increasing the need for foreign language teachers throughout the state.

Comment on the demand for graduates of this program, followed by an assessment of the program's success in responding productively to such need and demand.

Given the circumstances described above (i.e. that it is very possible that all high school students will study foreign languages), the demand and need for Spanish teachers will continue to be extremely high. Our program was initiated as a result of community demand. Our number of graduates is low, but with time, it will increase. As well, the proposed recruitment and retention measures described earlier will address the need to be more proactive in attracting students into the program.

List the factors that limit the program's ability to be more productive and responsive to these needs and demands.

Our biggest limit has been faculty numbers and the time needed to initiate a program. We are currently searching for a post in Romance Linguistics.

Describe methods to be pursued for program improvement.

We will add a faculty post. The recruitment and retention measures described earlier and below, including will increase majors and graduates:
- o Recruitment
  - ▪ Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses.
  - ▪ Participation in Career Center activities.
  - ▪ Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses.
  - ▪ Marketing the major in secondary schools, in an effort to attract future majors.
  - ▪ Articles in school newspaper outlining career opportunities for graduates in major.
- o Retention (Please note, the first four items above are also included here.)

- Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses.
- Participation in Career Center activities.
- Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses.
- Marketing the major in secondary schools, in an effort to attract future majors.
- Articles in school newspaper outlining career opportunities for graduates in major.
- Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester.
- Out-of-class cultural activities and opportunities for language practice, such as Sociedad Hispánica/Spanish National Honor Society film series and conversation tables, CHISPA activities, and the study abroad program in Cuernavaca, Mexico will all continue, in an effort to maintain and establish contact with and to support students in the major.
- Questionnaires addressing student satisfaction with the program will be administered yearly.

III J. Position of the Program's Annual Degree Productivity among Comparable USG Programs

State your assessment of the strength of the evidence of program productivity on this indicator.

We do not have this information, but given that the program is new, and that our majors have not had the required time to complete the program, it is assumed that all numbers will be low when compared with established programs.

Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.

We do not have this information, but as stated above, it is to be assumed that the number is low, given that 4 years are required to complete the degree, and it has been in existence for 3 years.

Describe methods to be pursued for program improvement.

Please refer to earlier recruitment and retention measures.

III K. This Program's Contribution to Achieving CSU's Mission

State your assessment of the strength of the evidence of program productivity on this indicator.

Strong

List the substantive contributions this program makes to the achievement of CSU's published statement of institutional mission.

The following are instances of the program's contributions to CSU's mission:
- The program prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all P-12 students. Our graduates have returned to the community to teach, or they have continued to graduate school.
- In Spanish content courses, general education courses, foreign language education courses, and various field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. These goals as earlier summarized are:
  - Knowledge of Spanish language, content, cultures
  - Proficiency in Spanish at the low-advanced level
  - Proficiency in instructional planning
  - Proficiency in the implementation of instruction
  - Proficiencies related to helping every student succeed
  - Proficiencies related to selecting and using materials to enhance teaching and learning
  - Proficiencies related to evaluating learning and teaching
  - Knowledge of findings of educational research related to the teaching and learning of foreign languages
- Beyond the Mission Statement itself, the program meets several goals with respect to the Vision Statement for CSU. We are dedicated to academic excellence, and although our numbers are low, our students to date have gone on to successfully compete at a nationally rated graduate program.
- In addition, our program accomplishes CSU's select mission of International Education. For ten years we have operated an immersion foreign language program in Cuernavaca, Mexico. More than 100 students have participated in our summer and semester programs, and to date all of our graduates have participated in the program. In the fall of 2006, the program was submitted for outside review to foreign language/study abroad faculty at 1) Atlantic Armstrong State University, Savannah,GA, 2) Middlebury College, Middlebury VT, 3) The University of Virginia, Charlottesville, VA, and 4) Indianna University of Pennsylvania, Indianna, PA. Reviews commented the program as a model program.

Describe methods to be pursued for program improvement.

We believe that we are very strong in this area, and we will continue to evaluate our program on an annual basis regarding its accomplishment of CSU's mission.

IV.   Conclusion about the Program's Viability at CSU

Repeat the conclusion about the program's viability at CSU as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment.

Viability

The Department has a clear, substantive and specific plan with timetable for improving the Spanish program's student recruitment, retention, graduation, and overall productivity. Although lower division instruction for non-majors in Spanish is productive and viable, the productivity of the upper division, if compared with established programs at CSU, is weak. The Department's faculty expects to more easily market the revised curriculum that is outlined in the recruitment and retention plan. Moreover, we plan to engage a variety of groups in new partnerships to assist in our efforts to increase productivity, including high school teachers, native and heritage speakers in the community, Spanish business, international students, and CSU's foreign language majors and alumni. Out-of-class cultural activities and opportunities for language practice are being expanded significantly. Improved communications with majors and new research on dropout trends as well as student satisfaction with the program are also planned. The action plan has the potential to be a model for inspiring faculty and students, and for insuring viability to our new program.

V.   Program Improvement Plan

Highlight the department's plans, priorities, and timetable for improving the program's quality and productivity if the program is judged to be viable.
A three-part plan to address recruitment, retention, and curriculum changes will continue. Yearly follow-up studies to the plan are required. Our goal is to double both our number of majors and graduates within 5 years.

      g. Recruitment
          i. Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses. (ongoing)
          ii. Participation in Career Center activities. (ongoing)
          iii. Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses. (Fall 2007 and to continue each semester)
          iv. Marketing the major in secondary schools, in an effort to attract future majors.(ongoing)

v. Articles in school newspaper outlining career opportunities for graduates in major. (Fall 2007 and to continue on a yearly basis.)

h. Retention (Please note, the first four items above are also included here.)
    i. Brochures outlining Spanish offerings and activities at CSU, to be distributed in SPAN 1001-2002 courses. (ongoing)
    ii. Participation in Career Center activities. (ongoing)
    iii. Fliers explaining opportunities for graduates holding the BA in Spanish with Certification degree, to be distributed in SPAN 1001-2002 courses. (Fall 2007 and to continue each semester)
    iv. Marketing the major in secondary schools, in an effort to attract future majors. (ongoing)
    v. Articles in school newspaper outlining career opportunities for graduates in major. Fall 2007 and to continue on a yearly basis.)
    vi. Advising meetings and personal conferences with students will continue, with an emphasis on retention of students, as well as course selection for the next semester. (ongoing)
    vii. Out-of-class cultural activities and opportunities for language practice, such as Sociedad Hispánica/Spanish National Honor Society film series and conversation tables, CHISPA activities, and the study abroad program in Cuernavaca, Mexico will all continue, in an effort to maintain and establish contact with and to support students in the major. (ongoing)
    viii. Questionnaires addressing student satisfaction with the program will be administered yearly. (Fall 2007 and to continue on a semester basis.

i. Curriculum Changes
    i. The department has proposed the discontinuation of the stand-alone B.A. in Spanish, B.A. in French, B.A. in Spanish with Teacher Certification, and B.A. in French with Teacher Certification degrees, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition, study abroad, and options for in-

depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education. These curricular changes are expected to be reviewed and approved by the campus curriculum committees in the fall of 2006. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents. The foreign language faculty expects to be able to market this revised curriculum more easily. We plan to engage a variety of groups in new partnerships to assist in the effort, including high school teachers, native and heritage speakers in the community, French and Spanish businesses, international students and Columbus State's foreign language majors and alumni.

ii. Related to the proposal of the B.A. in Modern Languages, the following new courses have been proposed: Spanish Golden Age Theater; Contemporary Film, Spain; Literature of Spanish Speaking Communities in the U.S.; Cultural and Political Myth-making in Latin America; Perspectives on Mexico: Works and Experiences of Selected Mexican Women.

VI.   Summary Recommendation

Highlight the department's recommendations, rationale, plans, and timetable for expanding, maintaining, reducing, or consolidating/discontinuing the program.

In order to maintain the quality of our program and to grow our major, we will need to continue the implementation of the above improvement plan. As well, we will need the continued support of the administration to provide additional faculty to cover our language sequence courses and our upper level courses, when our enrollment numbers in the upper division courses has increased. As well we need a language lab director. It is worth noting, that due to the demand for Spanish faculty throughout the area, it is becoming extremely difficult to find part-time faculty to teach the language sequence courses. Full time temporary posts to address the urgent need would insure that the department is able to cover the SPAN 1001-2002 classes.

APPENDICES

I.   Columbus State University's Mission Statement, 2006-2011

I.   Columbus State University's Mission Statement, 2006-2011:
Columbus State University's mission is to promote educational, economic, social and cultural growth in Georgia and beyond. The University is dedicated to excellence in teaching in a student-centered environment, research and creative activities, service to the region and the state, and community engagement through university-community partnerships. This mission will be achieved within the context of the Mission of the University System of Georgia and the Core Mission Statement for State Universities of the University System of Georgia.

II.   Board of Regents University System of Georgia: Mission Statement:
The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

III.   Core Mission Statement for State Universities in the University system of Georgia:
Within the context of the University System's mission and vision, Albany State University, Armstrong Atlantic State University, Augusta State University, Clayton College & State University, Columbus State University, Fort Valley State University*, Georgia College & State University, Georgia Southwestern State University, Kennesaw State University, North Georgia College & State University, Savannah State University, Southern Polytechnic State University and University of West Georgia share core characteristics as state universities. While these universities all embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments.

The core characteristics include:

Commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;

A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;

A high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees, and selected associate degree programs based on area need and/or inter-institutional collaborations;

A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;

A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

*In addition to these core characteristics, Fort Valley State University has a unique and distinct statewide mission as an 1890 land-grant institution.

IV.   **"A Continuing Approval Report," submitted to the Georgia Professional Standards Commission by the College of Arts and Letters and the College of Education, 2005.**

        The PSC report is available at:
http://pscncate.colstate.edu/ProgramExcerpts/overview/Overview%20--%20Foreign%20Lang.pdf

V.   **Mutual Classroom Observation Group/Project, Spanish 2001-2002**

A. Introductory Letter

Date:

Dear Colleagues,

I have always learned a great deal from watching colleagues teach, mostly from seeing the many techniques they use effectively. In the hope of promoting and maintaining thought-provoking connections with colleagues in foreign languages at CSU, please join us in collaboration with regard to our Mutual Classroom Observation Group. Instructors of Spanish 1001-2002 courses began a visitation project in Fall 2003. Our Mutual Classroom Observation Group grew from a process of self-study undertaken by foreign language faculty in preparation for 2004-2005 NCATE reviews.   As presently organized, each instructor visits at least one other instructor of a Spanish 1001-2002 course during each academic year. These visits are mutual. During the class visit, the visiting instructor completes the attached form, and at the end of the visit, the colleagues involved schedule a time to discuss the visit. A copy of both evaluation forms is given to the coordinator of the Spanish 1001-2002 course sequence. Although the purpose of the mutual visits is to enrich our own teaching techniques by sharing our ideas, instructors may choose to include their observation forms in their annual review materials.

Attached you will find a peer evaluation document to be used during your class visits and a scheduling page. Please return the scheduling page to me no later than September 1.

Best wishes for a successful academic year,

Alyce Cook
Coordinator, Spanish 1001-2002

B. Mutual Classroom Observation Schedule

1. Name of instructor *visiting classroom*   _____

2. Name of instructor *to be visited*   _____

3. Scheduled date/hour of visit   _____

4. Building and room number to be visited   _____

Signature of instructor *visiting classroom* _____

Signature of instructor *to be visited* _____

Please turn in to Alyce Cook, Department of Language and Literature, by September 1.

C. Classroom observation form*

Name of instructor visited: _____

Date: _____

Course: _____

Number of students: _____

Name of observer: _____

I. *Teaching*

A. *Preparation*

    1. Did the instructor seem to have planned the day's lessons to include communicative practices?

    2. Was the instructor able to relate the day's lesson to other material if appropriate?

B. *Language*

    1. Use of target language in the classroom was appropriate and effective.

    2. Use of English was appropriate.

C. *Participation*

    1.   Entire class was involved in the lesson.

    2.   There was active and lively participation.

    3.   Students were aware of what was expected of them.

    4.   Instructor was in control of the classroom situation.

    5.   Questions and discussions were appropriate to the level of

       the class.

    6. Instructor encouraged small-group interaction.

    7. Instructor facilitated response and gave corrective feedback.

D. *Methodology*

    1. Instructor was aware of and planned for the needs of the class.

    2. Instructor was able to adjust instructional techniques to the
       needs of the class.

    3. Explanations were clear, brief, and accurate.

4. Sufficient examples were given.

5. Instructor made effective use of the board and teaching materials as needed.

6. Class time was used efficiently.

7. Instructor made appropriate use of individual work.

8. Instructor provided ample opportunities for students to use target language.

9. Errors were appropriately corrected.

10. Instructor adequately recognized good performance.

E. *Miscellaneous*

1. Was the classroom atmosphere conducive to learning?

2. How would you characterize the instructor's classroom presence?

3. Did you notice any innovative approaches and especially attractive instructional techniques? If so, describe below.

The observer has discussed his/her observation with me, I have seen the completed observation form, and I have the following comments to make about the observation.

<div style="text-align:right">

_____
Signature of instructor

</div>

* The "Classroom Visitation Form" has been adapted from Alice Ommagio's <u>Teaching Language in Context</u>, pp. 471-472.

VI.   Instructor Handbook: Spanish 1001-2002

INSTRUCTOR HANDBOOK

SPANISH 2001-2002

CONTENTS

APPENDICES

1. INTRODUCTION

I speak for all faculty members in Foreign Language faculty at Columbus State University when I say that we are fortunate to have you working with us in the Department of Language and Literature. As an instructor, you are an integral part of our teaching staff, and your position carries great responsibility, as well as a unique opportunity for professional development. It is hoped that the following information will be useful as you join our efforts to refocus and redirect language instruction and testing at CSU, so to conform to communicative approaches to foreign language teaching, as mandated by ACTFL/ NCATE guidelines.

As part of the instructional staff, you contribute to the overall quality of the multi-sectioned course you teach. Your job performance influences how satisfied a group of people is with the department and with the Spanish language and Hispanic cultures offerings. Also, the quality of your instruction significantly affects the future academic and linguistic success of those of your students who enroll in subsequent Spanish courses. Although you are only one individual, you are not an isolated instructor. How well you teach your class will affect your students' performance in the next Spanish class they take. The professionalism and effectiveness you display in class also influence the attitudes our students develop toward Spanish, the department, and other members of the faculty and staff. The sequential nature of basic language instruction distinguishes it from upper division courses in that the language course you teach lays the foundation for the next course in the sequence and the successful functioning of the system depends on the assumption that your students achieved certain specified goals upon completion of your course.

2. COMMON SYLLABUS

At the beginning of each semester, our department secretary will have syllabi for your students.

3. SUPPLEMENT TO SYLLABUS

Each instructor prepares his or her own supplement. Possible items to include on supplement might include the following information:
a.   further lab expectations
b.   plagiarism
c.   compositions
d.   quizzes
e.   cell phones in class
f.   food in class

4. PROFICIENCY TESTS

Proficiency tests measure a student's general competence in a second language. They do not evaluate a student's acquisition of certain specified course content. It is not possible for students to prepare for a proficiency test in the same way that they might prepare for an achievement/chapter test, since elements included are not limited to a specified body of material.

PROFICIENCY EXAMS RECORDED IN LAB

Minimum of 2 recorded proficiency exams

At least two proficiency exams must be recorded in the lab. Tam Yarbrough will put your tests on CAN-8.

Test Items/test preparation

Please consult the Mosaicos testing program for items. All test items must be chosen/adapted from the Mosaicos test program.

The test items must test spontaneous speech. Please do not give students the information or items ahead of time. That is to say, please do not give students a list of possible items or vocabulary to be tested, and please do not test students on memorized work. Only spontaneous speech is tested on the oral exams.

For the two oral proficiency exams that are taped in the lab, the following would be *inappropriate:* 1) to have students prepare a response or a dialog which is first corrected by the professor, before the students actually tape the activity, 2) to have students tape an item that has been presented to them in advance.

Please give Tam Yarbrough dates of test and a copy of test. We may test our students during regular class time, or we may ask them to report to the lab to be tested at their convenience, during specific dates listed on syllabus.

The test situations/items are to be written in English, so that students do not receive vocabulary hints. However, it is important to note that we are not asking students to translate.

If an instructor allows several days for students to come into lab to complete the test, it will be necessary to give Ms. Yarbrough multiple/parallel versions of the exam, so to prevent students from telling one another what is on the exam; for example, versions A and B might be given on alternating days.

Tam Yarbrough's e-mail is: yarbrough_tamara@colstate.edu   The lab phone is 569-4068 Please send oral exams to Ms. Yarbrough one week in advance.

Testing Conditions

On the testing day/s, students should come to lab without books, dictionaries, pencils, etc. They should not speak to their classmates while they take the speaking test. They may not leave the lab until they have completed the test.

On test days, students come to lab and sign in on attendance sheets. Students then go into CAN-8 on the computer. Next, they find the appropriate test items for their class and begin taping their answers.

PLEASE NOTE: It is important to tell students that they can repeat an answer as often as they wish, but once they have gotten out of a question, they cannot return to it. Also, the test must be completed in one sitting, so they should plan accordingly.

Planning/teaching for student success on proficiency exams

In order for students to succeed on oral exams recorded in the lab, please make sure that students are completing the following activities during class sessions:
a. text activities—first in groups or pairs, and then in class.
b. text sections titled "*Situaciones*" –-first in groups or pairs, and then in class.

It is a good idea for students to do the activities without the text from time to time, so that they become accustomed to speaking spontaneously.

Grading and tolerance for error

After students have had enough time to take exams, the instructor then goes into the system, listens to students' exams, and grades student performances.

A grading grid for evaluating student speech accompanies this document.

As instructors, we have to develop a tolerance for error. Remember, students have not memorized the material. It is not necessary that student speech be perfect. We are evaluating communication. Any grading system that we use must tolerate error; _yet_ students _must_ control their Spanish as appropriate for their proficiency level.

For more information on communicative teaching and testing in the foreign language, a good source is always Teaching Language in Context, by Alice Omaggio.

Storing proficiency exams

Student interviews will be saved to CAN-8. After students' have seen their oral interview rating sheets, instructors should keep rating sheets, or a copy of the rating sheets, in the event that students' question their grades.

ORAL INTERVIEWS

In addition to the above required oral proficiency tests administered in the lab, an instructor may also require that students complete one or more oral interviews, in the form of either: a) a conversation with the instructor, or b) a conversation between two students. Oral interviews *may not* be substituted for the proficiency exams taped in the lab. *Also, skits or oral reports may not substitute for proficiency exams or oral interviews.*

For all oral interview activities, we must use *only* items from the Mosaicos testing program. Again, we may not give students a list of specific questions or situations to practice or memorize.

Please remember, as was true with the tests administered in the lab, we are not testing memorization skills or translation skills, and all testing must be done within a specific context.

Instructors administering the additional oral interview/s should specify in their supplement to the common syllabus the date and location of the interview/s. Please do not inform students later into the course that the oral interviews will be held.

5. ACHIEVEMENT TESTS

Achievement tests are used to evaluate a student's acquisition of certain specified course content. Classroom quizzes, unit tests, and semester exams are examples of achievement tests in which mastery of course material is the criterion. A student can prepare for such tests because they are based on specified predefined material. The course material tested is finite.

WRITTEN CHAPTER EXAMS AND FINALS

A minimum of three lesson exams for each course.

Each instructor may choose whether or not to give the fourth lesson exam. Material from the fourth lesson of each course is included on the final exam.

Only tests from the Mosaicos testing program are administered.

Our department secretary will make all copies of the lesson tests and final exams and distribute them to instructors. Please request tests and exams from department secretaries, via e-mail only. Please request exams one week in advance. Only tests and exams copied and distributed by the departmental secretary may be given to students.

Students may not keep lesson tests or final exams.

After students have seen corrected exams, they must be returned to instructor. Students may not leave classroom with exams. *At the end of the semester, please turn in lesson tests and final exams to the office of Language and Literature*. *Lesson tests and final exams will be kept in the department for two years.*

Please do not develop answer sheets for these exams.

Students should write their answers on the space provided on the exam. Moving from the exam to an answer sheet confuses students and distracts them from the context in which the items are tested.

QUIZZES

Please make certain that all items are *always tested within an appropriate context*.

6. CLASSROOM PLANS

Lessons should include contextualized and personalized activities, small-group interaction, creative open-ended language use, culturally authentic listening and reading practice, and functional tasks similar to those the student would encounter in the target language. (Note: the following items have been adapted from Teaching Language in Context, by Alice C. Ommagio.)

CONSIDERATIONS FOR PLANNING LESSONS

Regarding content to be taught on a given day, think in terms of themes, cultural contexts, and functional tasks to be mastered rather than grammar and vocabulary.

Specific Contexts for Plans

All plans should adhere to the specific context identified in each lesson in Mosaicos.

Create a plan that *flows* within the contexts you have identified, *integrating* the grammatical concepts, functions, vocabulary, and cultural information *into the lesson themes.*

Avoid activities that consist of nonsequiturs or unrelated sentences.

For example, if you plan to teach question words, try to avoid going around the room asking students random questions using question words; instead, use activities in which students, within a specific context, have to use questioning strategies to accomplish real-world tasks. All activities in Mosaicos are appropriate.

Likewise, ***avoid handouts and activities that drill grammar items without imbedding them within an appropriate context for the lesson***. Avoid, for example, activities in

which students read a list of unrelated sentences in which they must fill in the correct form of the preterit, or preterit/imperfect, or the correct demonstrative adjective, etc.

Avoid handouts that restate grammar rules or drill grammar points without imbedding the activity within a context. Avoid, for example, having students simply write out conjugations.

What do you want students to be able to DO at end of class?

Identify what you want students to be able to *DO* at the end of the class period, not what you want them to know or understand.

Student-Centered, Not Teacher-Centered

Make activities student-centered and *not teacher-centered*; in other words, plan practice activities that involve *all students actively during all the class hour.*

Avoid lengthy explanations or one-to-one exchanges that leave students unoccupied.

Use strategies such as small-group work, paired interviews, and active listening practice, so to require all students to participate simultaneously.

Transitioning

Plan transitions that make each activity a logical continuation of the one before it, or make it clear that you are going to shift focus.

Expectations for students

Don't ask that students' performance be perfect, even if they have prepared the lesson beforehand.

Remember that students in the lower ranges of proficiency will make MANY mistakes, especially when creating with the language.

The Place of "Grammar"

The "formal grammar lesson" should be kept *as brief and as uncomplicated as possible*, to ensure that most of the class hour can be spent on active, creative language practice.

Remember, we do not need to tell them everything that we know.

Grammar items can be addressed further after students are engaged in contextualized activities.

Place responsibility for learning about structures primarily on students.

There is a good bit of research pertaining to the issue of the value of in-class grammar presentation and explanation. R. M. Hammond, in "Accuracy versus communicative competency" (Hispania 71, 1988), showed that students in an inductive grammar program (done by students at home) scored the same on written grammar tests as students in a deductive grammar program. S. J. Savignon, in Communicative Competence: An Experiment in Foreign Language Teaching (Philadelphia: Center for Curriculum Development, 1982), showed that students in a grammar program who do not receive communicative practice do not develop communicative competence, whereas those who do receive communicative practice develop the same level of grammatical ability in addition to communicative competence. Furthermore, T. L. Ballman, in "Is group work better than individual work for learning Spanish? The findings of one study." (Hispania, 71, 1988), showed that students who performed and carried out grammatical exercises individually scored the same as students who worked together in groups on the same grammar exercises. In essence, the grammar was successfully learned by students working alone.

Ommagio notes that teachers who engage in lengthy explanations monopolize class time and send a clear message that the focus of the class is on talking *about* the language and not talking *in* the language.

7. USE OF ONEKEY COURSE COMPASS/QUIA WEBSITE

ACTIVITIES ON WEBSITE

Periodically check that students are completing all items in the OneKey Course Compass/Quia site.

Students frequently complain that they are at a disadvantage when they move from classes that do not incorporate the website activities into classes that do incorporate them.

All workbook and practice activities are now located in the OneKey Course Compass/Quia site. There is no separate/hardcopy workbook. For budget purposes we are not allowed to run hardcopy of workbook activities.

TEXT WEBSITE

Syllabi, as well as workbook and practice activities are located on the website. At the beginning of each semester, instructors will be furnished a workshop regarding the website, in order to learn how to best use the site and how to sign students on to the site.

VIDEO

The Fortunas video is located on the website. Please ncorporate each lesson's video clip into your daily/weekly plans. The video should not be used only as a review of the chapter; instead, it is to be used continuously throughout the chapter.

Students frequently complain that they are at a disadvantage when they move from classes that do not regularly incorporate the video activities into classes that do incorporate them.

8. COMPOSOTIONS

A *Escribir* sections of each lesson are to be completed. Students write the compositions as homework, and they check their compositions via peer-editing, using the grading code and error tally form attached to this document. If you wish to grade the lesson compositions, the grade is recorded under the category "daily participation/quizzes/compositions."

Please make sure to regularly use the grading code and error tally form included in this document. Students moving from classes in which the form is not used experience problems when they move into classes that do use the form. The purpose of the form is to help students understand, take responsibility for, and control their errors.
All lesson exams and final exams contain a composition.

9. CLASSROOM VISITATIONS

Mutual Visitation Project

Instructors are encouraged to participate in an on-going voluntary inter-visitation project among instructors who teach the1001-2002 courses. The project is described in a separate document.

Coordinator's observation visit

The coordinator of Spanish 1001-2002 classes, along with other foreign language faculty, will observe at least one class of each part-time instructor during the academic year. The form attached to this document will be used to comment the observation. The purpose of the coordinator's visit is twofold: 1) to insure that the 1001-2002 course sequence is taught according to ACTFL/NCATE standards, and 2) to provide part-time instructors with an evaluation that can be used in job applications, graduate school applications, teaching portfolios, etc.

10. E-MAIL AND OTHER DEPARTMENTAL CORRESPONDENCE

All instructors are required to read e-mail and check mailboxes in the departmental office on a regular basis.

11. ABSENCES

Instructors are required to inform the departmental secretary (706-568-2054) *in advance* of planned absences and arrangements for the class in question. In the event of illness, instructors are required to inform the office secretary before the class meeting time, so that students can be informed of the cancelled class.

12. END OF SEMESTER CHECK OUT PROCEDURE

All instructors will meet with the departmental secretary, *by the final grade due date and no later*, for the purpose of turning in all graded lesson and final exams for their courses. Instructors who are not returning to teach the next semester will be required to turn in keys, texts, and supporting materials such as testing CD's at this time.

13. MONTHLY LESSON PLANS

All instructors are required to turn in lesson plans *to the departmental secretar, via e-mail on the 28th of each month, for the following month*. Students should always have the month's homework assignment with them, so that they can plan a study schedule. If a text lesson/chapter is completed sooner than one month, it is not adequate to turn in only plans for that particular lesson. Lesson plans should be turned in on the form included in the appendices of this document.

14. OFFICE HOURS

All instructors are required to offer office hours to students. You may hold hours in your office, at your convenience. Please turn in your office hours and where you will hold them to the department secretary. Also, include this information in the supplement to the syllabus.

(Please note: Appendices to Instructor Handbook follow.)

APPENDICES

1A. ORAL EXAM GRADING FORM

0/50 points   **F.**   Student either didn't show up or gave up entirely.

65 points   **D.**   Student attempted to deal with the situation but

was largely incomprehensible. Frequent grammar, vocabulary and pronunciation errors often made student's utterances incomprehensible. Student obviously had not practiced for the exam or mastered the basic material presented in the course, but managed to say a sentence or two.

75 points	**C.**	Student's responses were understandable with much effort and good will on your part, but contained lots of major errors in pronunciation, word choice, and/or grammar. Student is rusty on vocabulary and grammar presented and practiced in the course.
85 points	**B.**	Student showed evidence of having prepared but faulty grammar and word use, hesitation, and/or pronunciation made it somewhat difficult to communicate. One or two major errors would have hindered understanding by native speakers and not used to dealing with non-native speakers of Spanish.
95 points	**A.**	Student was obviously prepared and although there were some mistakes in grammar, pronunciation, and vocabulary, s/he would probably have been understood by a patient native speaker used to dealing with non-native speakers. Answers were not only understandable, but delivered with fluency and correctness. Student has mastered the grammar and vocabulary treated in the course. You are impressed

2A. COMPOSITION ERROR CORRECTION CODE /ERROR TALLY
Composition Error Correction Code

C	Conjugation of a verb, or an error in some derived verb form (respectively, e.g., Juan quería salir. \ La puerta estaba abrida.)
Cog	False cognate (sopa for jabón, ropa for soga)
D	Dictionary error (banco for orilla, or even morderse las uñas for comerse

las uñas)

F   Form (often a "regularlized" adjective, e.g. una niña muy jóvena)

G   Incorrect gender assignment to a noun (la programa for el programa)

Mode   Mode (If subjunctive, change to indicative, and vice versa.)

Nag   Noun agreements (gender, number, or both with adjectives; also includes other noun-centered forms such as demonstratives, possessives, pronouns, etc.)

NE   No existe./Does not exist. (a made-up word or expression that does not exist in Spanish, e.g. en facto for en realidad, or la aborción for el aborto)

Prim   Preterit/Imperfect confusion (If preterit, change to imperfect, and vice versa.)

Ref   Reflexive

Sag   Subject-verb agreement

S/E   Ser/Estar confusion (If ser, change to estar, and vice versa.)

Sp   Spelling confusion (Look up spelling in the dictionary.)

T   Any non-Prim tense error

X   Any basic grammatical error not covered by some other symbol, but which the student should reasonably know (e.g. después de yendo instead of después de ir)

WO   Word order confusion

+   Any especially nice touch

?   Reader cannot make sense of the word, clause, sentence, or paragraph.
Error correction Code: weight of error in communication

	Lesson # ____	Lesson # ____	Lesson # ____	Lesson # ____
Cog1				
D 1				
F 3				

G 3				
Mode 0-1				
C 1-3				
Nag 3				
NE 3				
Prim 1-2				
Ref 1				
Sag 3				
S/E 1-2				
Sp 0-1				
T 0-1				
Wo 0-1				
X 1-2				
+ 1-5				
? 0-2				
Points off				
Grade				

3A. HOMEWORK CALENDAR/ MONDAY, WEDNESDAY, FRIDAY--
LUNES, MIERCOLES, VIERNES

DATES: _____   CLASS: SPAN _____   INSTRUCTOR: _____

LUNES_____	MIERCOLES _____	VIERNES_____

LUNES _____	MIERCOLES _____	VIERNES _____
LUNES _____	MIERCOLES _____	VIERNES _____
LUNES _____	MIERCOLES _____	VIERNES _____
LUNES _____	MIERCOLES_____	VIERNES _____

4A. HOMEWORK CALENDAR/ TUESDAY, THURSDAY-- MARTES, JUEVES

DATES: _____   **CLASS: SPAN** _____   **INSTRUCTOR:** _____

MARTES _____	JUEVES _____

MARTES ____	JUEVES _____
MARTES _____	JUEVES _____
MARTES _____	JUEVES _____
MARTES _____	JUEVES _____

5A. CLASSROOM OBSERVATION FORM*

Name of instructor visited: _____
Date: _____
Course: _____
Number of students: _____
Name of observer: _____

I. *Teaching*

A. *Preparation*

   3. Did the instructor seem to have planned the day's lessons to include communicative practices?

   4. Was the instructor able to relate the day's lesson to other material if appropriate?
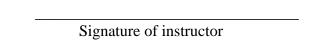
B. *Language*

   3. Use of target language in the classroom was appropriate and effective.

   4. Use of English was appropriate.

C. *Participation*

   6. Entire class was involved in the lesson.

   7. There was active and lively participation.

   8. Students were aware of what was expected of them.

   9. Instructor was in control of the classroom situation.

   10. Questions and discussions were appropriate to the level of the class.

6. Instructor encouraged small-group interaction.

7. Instructor facilitated response and gave corrective feedback.

D. *Methodology*

   1. Instructor was aware of and planned for the needs of the class.

   2. Instructor was able to adjust instructional techniques to the needs of the class.

   3. Explanations were clear, brief, and accurate.

   4. Sufficient examples were given.

   11. Instructor made effective use of the board and teaching materials as needed.

   12. Class time was used efficiently.

   13. Instructor made appropriate use of individual work.

   14. Instructor provided ample opportunities for students to use target language.

15. Errors were appropriately corrected.

16. Instructor adequately recognized good performance.

E. *Miscellaneous*

4. Was the classroom atmosphere conducive to learning?

5. How would you characterize the instructor's classroom presence?

6. Did you notice any innovative approaches and especially attractive instructional techniques? If so, describe below.

The observer has discussed his/her observation with me, I have seen the completed observation form, and I have the following comments to make about the observation.

* The "Classroom Visitation Form" has been adapted from Alice Ommagio's <u>Teaching Language in Context</u>, pp. 471-472.

Derek Bok Center for Teaching and Learning, Harvard University
6A. MANAGING HOT MOMENTS IN THE CLASSROOM

Sometimes things seem to explode in the classroom, and what do we do then? Knowing strategies for turning difficult encounters into learning opportunities enables us to address important, but hot, topics -- religion, politics, race, class, gender, sexual orientation -- in our classroom discussions.

Hot moments occur when people's feelings rise to a point that threatens teaching and learning. They can occur during the discussion of issues people feel deeply about, or as a result of classroom dynamics in any field.

For some instructors, hot moments are the very stuff of classroom life. They thrive on such moments, encourage them, and use them for pointed learning. Others abhor hot moments and do everything possible to prevent or stifle them. For them, conflict prevents learning.

Fortunately all of us can develop techniques to handle the unavoidable difficult moments. Using them can open doors to topics formerly avoided and classroom dynamics formerly neglected. Most importantly, exploring these tensions can lead to deep learning.

The challenges of dealing with hot moments are 1) to manage ourselves so as to make these moments useful and 2) to find the teaching opportunities to help students learn in and from the moment.

Strategies suggested here rest upon the assumption that it is the teacher's responsibility both to help students to learn something from the moment and to care for and protect all the participants, perhaps particularly the student(s) who has generated the hot moment. This does not mean that discomfort can be avoided: sometimes learning about hot topics is difficult and uncomfortable. But no one should be scapegoated. Everyone should be protected so that learning can happen.

A TRUE STORY

"We were ten weeks into Introduction to Afro-Am and were discussing Louis Farrakhan," a young instructor told me. "Near the end of section, a very smart Jewish woman said, 'Only uneducated black men would believe in Farrakhan.' Six black men in the class turned on her and attacked. "Class ended, and she ran out of the room, down the hall, in tears."

"I went after her and told her that if she was ever going to understand this stuff she had to go back the next time and listen very hard to what those guys, highly educated, say about why they might believe in Farrakhan.

"I then went back into the classroom. Luckily the men were still there, still talking about the incident. I told them that if they were ever going to get it, they had to listen very hard to why a Jewish woman might think that only the uneducated would believe in Farrakhan."

This young man was able to turn a hot moment into a profound learning opportunity for his students. He did it by keeping his head, not taking sides, and letting both groups know that they would gain immeasurably by understanding the arguments of the other side.

FINDING TEACHING OPPORTUNITIES IN THE MOMENT

It's not easy to see the teaching opportunity when a student says she doesn't think the U.S. should have gone to war to prevent the Holocaust "because they weren't Christians" -- or when a male student makes a joke about irrational numbers being female -- or when one student heatedly says, "The trouble with you is you talk all the time and never listen!" -- or when the Jewish student says that only uneducated black men would believe Louis Farrakhan.

How we think about the moment

*   The first route to making such unanticipated and difficult occurrences productive lies in how we think about the moment -- as instructors. If we can get out of our own emotional confusion, we can begin to see the heat as an opportunity to explore different views about the topic. In the case above, for example, it could be helpful to students to examine why someone might think that religious affiliation was a reason to go or not to go to war.

*   We can also use the image of leaving the dance floor of the discussion and our emotions and going up to the balcony. From there we can look for a relevant meta-level issue that the hot moment raises. Often the difficult statement illustrates the complexity of questions being discussed, as in the instance of the Jewish student's remarks about Farrakhan. Such a comment presents an immediate example of Jewish/African-American political difficulties.

*   It helps sometimes to think about listening for "the song beneath the words" of the student. What is the sub-text? What is the student really saying? Why is this coming up at all, and why at this time? Often students can't articulate clearly what they are thinking. After double-checking our impressions with the student, we can use this information to further the conversation.

For example, the student in the holocaust story was African-American. Her sub-text might have been that we needed to deal with the United States' own race issues before taking on those of other nations. That idea is certainly a valid one for discussion in contemporary international politics. Had the instructor been able to bring this to the surface, rather than avoiding her remarks altogether, the class would have come away with enriched understanding.

Helping the students think about it

*   To help students think productively about issues raised during hot moments, establish discussion norms early in the term, or at the moment if necessary. Don't permit personal attacks. Model norms that encourage an open discussion of difficult material -- by being open to multiple perspectives and by asking all students to argue their point responsibly.

*   We can take the issue off the student who has made the offensive remark and put it on the table as a topic for general discussion. Say something like: "Many people think this way. Why do they hold such views? What are their reasons?" and then, "Why do those who disagree hold other views?" This protects the student while also encouraging others who disagree to understand a view they dislike and then to argue their position later.

*   Another strategy is to require that all students seek to understand each other's perspectives, as a prerequisite to understanding the subject at all. Ask them to listen carefully to the other point of view, to ask questions, and then to be able to restate or argue for that position. This can work for the hottest of subjects.

*   Ask students to write about the issue, either in class, as a reflective and hopefully calming exercise followed by discussion, or outside of class. You can ask them to do

some research on the subject and write a more balanced essay. You might require them to argue the position they most disagreed with.

*   Sometimes it is important to talk with students outside of class, particularly those who have been most embroiled in the hot moment. Help them to learn something substantive from the experience -- about themselves, about others, about possible positions, about the topic as a whole, and about how to voice their thoughts so that they can be heard, even by those who disagree. These conversations can save a student and keep them coming to class with an open and learning mind.

*   If a student breaks down as a result of the original outburst, acknowledge it, and ask them if they would like to remain in the classroom or leave for a while. At the end of class, find the student and ask if you can be of any assistance. In extreme cases, urge them to see a counselor.

Getting the students to do the work

*   Ask students, when things get hot, to step back and reflect upon what they might learn from this moment. This can move the discussion to a level that helps everyone see what issues have been at stake and what the clash itself might mean.

I've seen this work in a class in which a white student and an African-American student were wrangling at length and without apparent movement toward any understanding. When the teacher asked all students to explore what they might learn from this, the discussion shifted gears quickly. They began to think about the difficulties in black-white communications when different belief systems were at work, the reasons for those difficulties, and possible ways to bridge the gaps.

*   Another strategy is to ask students to think about how their reactions mirror the subject at hand and what they might learn from their own behavior. Often groups act out in their own discussion the topic under discussion. For example, when discussing how women's remarks are often ignored in business settings, the class or the instructor may be ignoring the remarks of women in the class. Seeing this and talking about it in the moment can enhance people's understanding of the issue.

Don't avoid the issue

*   When hot moments occur because of inter-student dynamics, in ways not related to the subject matter, it can still be important to address the issue, even in a math or physics class.

For example, if a student complains about another's speaking behavior, it is tempting to go on as if the outburst hadn't occurred. However, a discussion about who speaks and who doesn't and why, and how to enable the quiet ones to make room for themselves and the talkative ones to listen, could help every student in the room and make room for a greater diversity of ideas in the class.

Or if a student makes a joke like the one about irrational numbers being female, it could be useful to stop to examine why and how men make such jokes and how they affect women's experience in math and science classes. It might be helpful to the men to understand why the women get upset by their good-humored jokes and to the women to understand how to counter them. A discussion of this sort could open the classroom to far greater collaboration the rest of the term.

*   To ignore such remarks has consequences. Students learn that such behavior is OK and that they are not protected from it. They miss the opportunity to learn about their own behavior and its consequences. And they miss the opportunity to have a more open classroom in which a wider range of ideas can be explored.

*   It is, of course, almost always useful to talk about the moment outside of class with the individuals involved, to give them support, and to help them learn from the experience.

Having a fallback position

If you are unable to find a workable position in the moment, defer. Tell students that this is an important issue and that you will take it up at a later time. You then have time to plan strategies. This approach lets all the students in the room know that you take such occurrences seriously.

MANAGING OURSELVES

We often forget that a primary task is to find ways to manage ourselves in the midst of confusion.

Hold Steady. If you can hold steady and not be visibly rattled by the hot moment, the students will be better able to steady themselves as well and even learn something from the moment. Your behavior provides a holding environment for the students. They can feel safe when you appear to be in control; this enables them to explore the issues. Your behavior also provides a model for the students.

Breathe deeply. Take a moment. Collect yourself. Take time if you need it. Silence is useful -- if you can show that you are comfortable with it. A pause will also permit students to reflect on the issues raised. Deep breathing is an ancient and highly effective technique for calming adrenaline rushes and restoring one's capacity to think.

Don't personalize remarks. Don't take remarks personally, even when they come as personal attacks. Such attacks are most likely made against you in your role as teacher or authority figure. Remembering to separate self from role can enable you to see what a student is saying more clearly and to actually discuss the issue. It's not about you. It's about the student and his or her feelings and thoughts, though often articulated clumsily and from position that has not yet be carefully thought through.

Don't take remarks personally when they are about issues that you feel strongly about, or even about groups of which you are a part. Again, remember that both you and the group will be better served if you can keep some distance from the comments and find ways to use them to enhance people's understanding.

Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark. It's easy to want to tear into a student who is personally offensive to you. To do so is to fail to see what that student and his or her ideas represent in the classroom and in the larger world. If you take the remarks personally, chances are you will not be able to find what there is to learn from them.

Know yourself. Know your biases; know what will push your buttons and what will cause your mind to stop. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise. This self-knowledge can enable you to devise in advance strategies for managing yourself and the class when such a moment arises. You will have thought about what you need to do in order to enable your mind to work again.

RESOURCES.

Heifetz, R. (1994). *Leadership without easy answers.* Cambridge, MA: Harvard University Press (especially pp.250-276),

Fisher,R., Ury, W., & Patton, P. (1981, 1991). *Getting to yes.* New York: Penguin Books.

Frederick, P. (1995). "Walking on eggs: Mastering the dreaded diversity discussion." *College Teaching*, Vol. 43/No. 3, pp. 83-92.

Frederick, P.(2000). "Approaches to teaching diversity." *NEA Advocate,* 17, (4), pp. 5-8.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.* San Francisco: Jossey-Bass.

_____

A version of this "tip sheet" appeared in the *NEA Advocate,* October 2000.

Derek Bok Center for
Teaching and Learning
Harvard University

Science Center 318
One Oxford Street
Cambridge, MA 02138-2901
Voice: (617) 495-4869 * Fax: (617) 495-3739
http://bokcenter.harvard.edu

Derek Bok Center for Teaching and Learning, Harvard University
7A. TIPS FOR TEACHERS TEACHING IN RACIALLY DIVERSE COLLEGE CLASSROOMS

Teaching in multicultural college classrooms often leaves people feeling uncertain about how to proceed and how to behave. Unlike the days when one teaching style fit all students, in today's context there is pressure to acknowledge and accept students with perspectives other than our own, to diversify our syllabi, to be more aware of classroom dynamics, and to pay more attention to how our students are experiencing the learning process. Our collective ability to respond to and be enriched by these challenges will determine the success of our institutions and students.

To assist faculty and teaching fellows seeking to enhance learning for all students, we have put together this Tip Sheet, in the hope that it will empower educators to create the conditions under which diversity can flourish. When teaching in a multicultural context, we suggest that they prepare themselves in several ways:

(1) Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, *examples, stories, and potential classroom dynamics*.

(2) Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.

(3) Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.

(4) ***Assess conscious and unconscious biases about people of cultures other than your own.***

The suggestions below offer some guidance for all of these stages. Undoubtedly, readers will have ideas of their own; we would appreciate hearing them. Send your comments to bokcenter@fas.harvard.edu.

GUIDING SUGGESTIONS:

1. Educate yourself -- become as sensitive as you can to racial, ethnic, and cultural groups other than your own.

At the same time:

2. Never make assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. ***Treat each student first and foremost as an individual. Get to know each student individually.***

TIPS FOR TEACHING IN RACIALLY DIVERSE COLLEGE CLASSROOMS:

The following tips are meant to be suggestions and not guaranteed solutions for teaching in racially diverse classrooms. Teachers should develop a range of pedagogical skills that best serve the needs of *all* their students.

What a teacher can do in preparation for class:

 1. Develop a syllabus that explores multiple perspectives on the topic.

*   Incorporate multicultural examples, materials, and visual aids as much as possible in lectures.
*   Make sure that the expectations for the pedagogical process and learning outcomes are stated clearly on the syllabus.
*   Structure project groups, panels, laboratory teams, and the like so that membership and leadership roles are ***balanced across ethnic and gender groups***.
*   Develop paper topics that encourage students to explore different racial and cultural perspectives.
*   Assign work of scholars from a variety of racial, ethnic, and cultural backgrounds relevant to the topic being studied.

2. Design classroom instruction and materials with a diverse group of students in mind.

* Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom.
* Design classes with a clear structure (there is a method and meaning to how teaching and learning is to occur) and flexibility (not so rigid that adjustments cannot be made).
* Consider how all students would experience the syllabus.
* Consider whether students of all cultures are likely to have a background in the material.
* Consider whether different approaches to learning are accounted for.
* Anticipate sensitive areas in the subject matter being taught.
* Think in advance about how one might handle sensitive topics or explosive moments.

What a teacher can do to be sure the classroom itself is open to all students:

1. Create opportunities to get to know your students on an individual/personal basis.

* Get to know each student individually. Learn their names and how to pronounce them correctly.
* Use eye contact with all students; be open and friendly outside of class.
* Be accessible and encourage students to meet with you during office hours.
* Interact with your students in respectful, challenging, and collaborative ways.

2. Design opportunities for students to interact with each other in respectful and meaningful ways.

* Divide the class into smaller groups, and when appropriate, assign one person with the responsibility of reporting on the small group's work.
* Encourage students to form study groups.
* Create opportunities for students to present their work *to each other* and the whole class.

3. Activate student voices.

* Create opportunities for mutual teacher-student participation so that everyone feels a responsibility and openness to contribute.
* When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made.
* When appropriate, create opportunities for students to personalize course content with examples from their own history so that they can make connections between ideas learned in the classroom and those learned through life experiences.

*   Let students know from the very beginning that their thoughts have a place in the classroom, that we all have unique perspectives, and that these different perspectives are an important component of the learning process.
*   Make it safe for everyone to voice their views by accepting all views as worthy of consideration. Don't permit scapegoating of any student or any view. Don't leave students alone out on a limb.
*   Avoid creating situations where students are placed in the position of being representatives of their race.

4. Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills.

*   Make the classroom norms explicit.
*   Keep expectations high and provide the support required to meet these expectations.
*   Ask students to locate cultural or even discriminatory content in textbooks or other materials.
*   Ask students to research the position they are least comfortable with and to come prepared to articulate a defense of that posture.
*   Present all sides of an issue. Play the devil's advocate for the least popular view.
*   Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world.
*   Use multiple modes of instruction to account for the range of learning styles that may be present in a diverse group of students.
*   Provide direct and clear feedback in an effort to demonstrate your commitment to your students' learning.

What a teacher can do to intervene in racially charged situations and handle hot moments:

1. Devise personal strategies in advance for managing yourself and the class in such moments.

*   Know your own hot buttons/biases and what will make your mind stop working.
*   Try to anticipate what topics may be explosive and design pedagogical strategies (e.g. small groups, free writes, and reflection responses) that may assist in managing sensitive topics.
*   Establish clear classroom norms at the beginning of the class.

2. Interrupt blatantly racist and discriminatory behaviors when they emerge in class.

*   Trust your instincts. If you think someone is engaging in discriminatory behavior then you might be right. Don't let potentially harmful behavior go unaddressed -- your students may take your silence as an unofficial endorsement.
*   Don't let students attack other students in personal terms; get them off the personal and onto the issue at stake.

*   Try not to let yourself be rattled by the event; or at least, try not to let it look as if you are rattled. If you as the teacher can hold yourself steady, you will create a holding environment in which people can work out the issues that have arisen.
*   Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark.
*   Protect the lone outlier (the attacked or attacker), regardless of his or her position.

 3. *Defuse potentially harmful moments by having students step back and reflect on the situation.*

*   Stop the class and ask students to write a reflection response on the incident. This enables students to think about and come to some kind of terms with the issue and can enable further discussion of it.
*   Defer. Tell students that this is an important issue and that you will take it up later in this class or next time. Use the time to think and plan a strategy. Make sure you return to the issue later as promised.
*   Go around the room and ask each student who has spoken (and others if they wish) to state his or her view and explain the view behind it. Do not permit interruptions and acknowledge each student's comments, no matter how you feel about it personally.
*   If a student breaks down as a result of the original outburst, acknowledge it and ask the student if he/she would like to remain in the classroom or take a break to pull him- or herself together.

 4. *Turn potentially hot moments into powerful learning experiences.*

*   Use the disruption as an opportunity to analyze the issue under discussion or the initial event.
*   Find the part in the hot moment that can be used for further discussion.
*   Ask students to step back and see how they might make something positive of this exchange, what they can learn from it.
*   Ask students to think about how their reactions mirror the subject at hand, and what they might learn about the subject from their own behavior or experience.
*   Use the passion as a vehicle to talk about differences in kinds and levels of discourse.
*   Use the passion and arguments to look at how group dynamics work -- who speaks and who does not, who allies him or herself with whom, who plays what role -- and to think about how the group wants to work.

Teachers will have to decide whether to stop the emotional charge and go on, or whether to use it to explore the topic at hand. Often when things get hot, people are most capable of learning at a very deep level, if the exchange among students is properly handled. To make this possible, however, requires comfort with feelings and with conflict, and ***enormous skill on the part of the teacher***.

Questions a teacher might ask to examine his or her own racial or cultural biases in preparation for teaching:

1. How do your own experiences, values, beliefs, and stereotypes influence your knowledge and understanding of groups that are racially different from your own?

*   What assumptions do I make about different student groups?

*   Do I expect students of another gender, sexual orientation, race, nationality, or socioeconomic group to need extra help?

*   When students of another gender, sexual orientation, race, nationality, or socioeconomic group answer questions, am I afraid their answers will not be correct, or that their method of answering will be inappropriate?

*   Do I expect students of another gender, sexual orientation, race, nationality, or socioeconomic group to participate less than others?

*   Do I imagine that students of another gender, sexual orientation, race, nationality, or socioeconomic group will express their opinions in non-academic language?

*   Do I anticipate that students of another gender, sexual orientation, race, nationality, or socioeconomic group will be under-prepared or less qualified?

*   Do I expect that Asian students will do better than most others?

*   Do I assume that students of color are all alike?

*   Do I assume that when students of color disagree that they are too emotional?

*   Do I assume that Asian women are likely to be quiet?

2. How do your own experiences, values, beliefs and stereotypes inform the way you interact with individuals whose racial background is different from your own?

*   Am I comfortable around students of another gender, sexual orientation, race, nationality, or socioeconomic group?

*   Am I afraid of students whose background differs markedly from my own?

*   Am I uncomfortable when students of another gender, sexual orientation, race, nationality, or socioeconomic group become emotional in the classroom?

*   Do I rationalize or tolerate lack of participation from minority students more than I would for other students? Do I think their silence means ignorance? Do I believe it is culturally based?

*   If an issue that involves race comes up, do I assume a student of color will know most about it? Or will not mind acting as the class expert concerning it?

*   Am I afraid students of another gender, sexual orientation, race, nationality, or socioeconomic group might not be fully competitive with the other students? What is my definition of "fully competitive"?

3. How do your own experiences, values, beliefs, and stereotypes influence the way you behave in the classroom?

*   Do I call on students of another gender, sexual orientation, race, nationality, or socioeconomic group as often as others?

*   Do I think that there is one correct or appropriate mode of argument or discussion in class? How open am I to multiple modes of discourse?

*   Do I tend to shelve or "make time later" for minority points of view?

* How do I behave with students of another gender, sexual orientation, race, nationality, or socioeconomic group who may be under-prepared?

* Does the logic of my classroom hypotheticals or test answers depend upon stereotypical views of students of another gender, sexual orientation, race, nationality, or socioeconomic group?

* Do I respond to a white student's voice as if it had more intellectual weight?

Derek Bok Center for
Teaching and Learning
Harvard University

Science Center 318
One Oxford Street
Cambridge, MA 02138-2901
Voice: (617) 495-4869 * Fax: (617) 495-3739
http://bokcenter.harvard.edu

8A. SAMPLE SPEAKING EXAM

1001

You are speaking with your teacher, Dra. Rodriquez, about a trip abroad. Tell her, in Spanish, the following:
  a. when you are planning to go
  b. with whom you are going
  c. what country and cities you prefer to visit
  d. why
  e. if other family members prefer to go to other places.

1002

You went to a party last Saturday. Your friend would like to know about the party. Tell your friend the following:
  a. where the party was
  b. what time the party started
  c. with whom you went
  d. what clothes you wore
  e. what time the party ended
  f. where you went after the party.

2001

You are a very famous public figure who is being interviewed by a reporter from a major television station. The public is interested in knowing about your background. Give your interviewer as many details as possible as you talk about your past. Tell the public the following:

    a.   what the place you were born was like
    b.   how your family life and school days were
    c.   the type of music you used to listen to
    d.   the books you used to read
    e.   the holidays you celebrated most and how you celebrated them

2002

You are unable to go to the market this week because you are sick. Call a friend and say the following:

    a.   explain your predicament and ask him/her to go for you
    b.   say that you need him/her to buy chicken, vegetables, fruit, and bread for you
    c.   tell him/her what shops to visit
    d.   explain that you will pay him/her when he/she comes to your house
    e.   thank him/her