

**Coastal Carolina University Provost:
Coastal Carolina University President:**

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Coastal Carolina University (CCU) proposes a Bachelor of Arts in Languages and Intercultural Studies with two initial concentrations: Hispanic Studies and Multiple Languages. The Hispanic Studies concentration of this major replaces the old B.A. in Spanish, which offered a traditional literature-based curriculum that is no longer sufficient to meet the needs of today's students. There is no teach-out plan necessary, because the old B.A. in Spanish was suspended in January of 2014 and has not been accepting new students since that time. Only two students remain enrolled in the old B.A., and one of these will graduate in December 2016. Nevertheless, because there was an existing program for several years, and also because foreign language is a university-wide core requirement, the Department of Languages and Intercultural Studies has sufficient faculty on hand to offer all courses necessary for this new major. In addition to the tenure-line faculty with terminal degrees, we also have a number of lecturers and teaching associates who hold appropriate advanced degrees and are able to teach upper-division coursework.

The proposed program prepares students to participate actively in an increasingly multicultural region and in an expanding global economy. The new major gives students the option to focus on one language or on multiple languages. Students who choose the Multiple Languages Concentration will be encouraged to develop the kind of translingual and transcultural competencies emphasized in the 2007 Modern Language Association's Report, "Foreign Languages and Higher Education: New Structures for a Changed World."¹ In addition, the structure of the Multiple Languages option allows students to complete it by taking classes in any two languages for which we offer coursework at the 300- and 400-level. As we add language offerings based on demand for other programs at the university, they can be immediately incorporated into the Multiple Languages concentration of the major. For example, we are currently expanding our Russian offerings in response to demand from Intelligence and National Security Studies, and we are exploring ways to add Chinese and Arabic.

In 2007, the Ad Hoc Committee on Foreign Languages of the Modern Language Association published "Foreign Languages and Higher Education: New Structures for A Changed World" in order to lay out a path to the future of foreign language programs in the United States. This report emphasizes the urgency that Americans not only become more proficient in languages other than English, but also that they are able to take the perspective of individuals from other cultures, which includes being able to look at their own culture through the eyes of another. The values and strategies expressed in this document align well with the CCU mission statement, which declares that the institution seeks to ". . . develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective."

The focus on translingual competency (the ability to communicate across languages) and transcultural competency (the ability to understand differences between cultures and their ramifications for understanding) in one or more languages will give students an advantage on the job market because, regardless of the type of industry they work in, the probability is increasingly high that they will need to interact with people from a variety of different cultural and linguistic backgrounds.

We have deliberately designed this major so that it can be easily added as a second major for students working in a variety of disciplines across the university. For example, the number of credit hours required is not excessive, and there are possibilities to double count courses for the major and for core

¹ <https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Teaching-Enrollments-and-Programs/Foreign-Languages-and-Higher-Education-New-Structures-for-a-Changed-World>

requirements. In addition, we have designed interdisciplinary courses, creating a new LIS prefix, that, when accompanied by special lab courses, will allow students to apply their foreign language skills to other disciplines, such as History, Political Science, National Intelligence and Security Studies, and Women's and Gender Studies. The Hispanic Studies Concentration allows students to choose courses applicable to majors in Business, Recreation and Tourism, and other professional programs. Thus, this degree will serve as both a stand-alone degree for students interested primarily in foreign language study and in pursuing traditional careers related to foreign languages (e.g. translation, interpretation, post-secondary teaching) but also as an attractive double major option for students in a number of fields in which knowledge of one or more languages and cultures will increase their marketability and upward mobility, including but not limited to the following: health sciences; marketing; arts management; visual arts; theatre; digital culture and design; communications and journalism; hospitality, resort, and tourism management; intelligence and national security studies; international business; sociology and criminology; and recreation and sports management. Health care workers, tour guides, event planners, conference center managers, hotel managers, airline representatives, web designers, police officers, immigration officers, legal assistants, military intelligence specialists, doctors, and lawyers can all increase their competitiveness and marketability by obtaining knowledge of one or more foreign languages and cultures.

In the future, additional concentrations may be added, but all will share core courses that pursue two overarching learning objectives: (1) target language proficiency and (2) intercultural competency, as well as the opportunity to apply both of these to other disciplines and/or specific career preparation. By incorporating coursework related to these two overarching objectives, the program will prepare students for careers where there is a need for employees who have not only the appropriate language knowledge specific to the job but who are also able to navigate or help people function effectively in the target culture.

To help strengthen students' language and communication skills, the program requires students to participate in at least one of the following: (a) a study abroad program, (b) another type of significant immersion experience, or (c) an internship. This requirement will help to strengthen the knowledge acquired in the classroom through application to real-life situations and supports the strategic goals of the university and college in the area of experiential learning. The increasing globalization of the world economy and the growth in the numbers of non-English speakers, especially Spanish-speakers in South Carolina, including Horry County, has led to a boost in the need for language skills and intercultural competency locally. This is particularly true in the area of translation and interpretation, a rapidly-growing field where expertise in the language and culture is a much sought-after and marketable skill.

List the program objectives. (2000 characters)

Knowledge of global cultures and languages is crucial in today's world. The objectives of the Bachelor of Arts in Languages and Intercultural Studies are:

- To develop students' target-language skills in reading, writing, speaking and comprehension at or above the Intermediate high level of proficiency consistent with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines on proficiency in a foreign language.
- To guide students to an understanding of the target culture(s) and perspectives in a global context and toward thinking critically about issues related to the target culture(s).
- To provide coursework and opportunities for engagement with target-language speaking communities at home and abroad that will enable students to gain cultural competence.
- To enable students to obtain skills that will help them qualify for professional/mediator work in various areas, such as teaching, translating, tourism, business, journalism, political science, health professions, etc.
- To prepare students for graduate programs in language, intercultural communication or global studies.

Assessment of Need

The program offers a unique opportunity for students to integrate cultural and linguistic knowledge with coursework and practical experience in the target language(s) to give students a competitive advantage in careers where language skills and cultural knowledge are assets. Furthermore, it offers opportunities for students in the highest demand language (Spanish) to complete a concentration focused entirely on Hispanic language and culture, and for students in the second and third highest demand languages (French and German) to complete a Multiple Languages Concentration that corresponds to their interest and need. For example, students could fulfill the Multiple Languages Concentration by completing coursework in French and German, French and Spanish, or Spanish and German. In the near future, after we have added upper-division courses in Italian and Russian, students can select from these languages as well. With the recent creation of the new Department of Languages and Intercultural Studies and the hiring of an outside chair to provide leadership, interest and demand for languages is again on the rise. The Spanish minor has traditionally attracted many students; as of November 1, 2016, there are 80 declared Spanish minors at CCU. German recently streamlined the requirements for the minor, and the number of enrolled students has risen from 1 in July 2016 to 11 in November. The number of French minors has also increased from 6 to 10 since July 2015. Enrollments in elementary Italian and Russian are strong; we were recently approved to replace a full-time Italian lecturer who resigned last academic year, which will allow us to reinstate three additional sections of Italian, including an intermediate-level class. Building these languages into the Multiple Languages concentration of the major allows us to utilize teaching resources more efficiently, because instructors will be serving the needs of two, and sometimes three student populations: core students, minors, and majors.

Our proposed degree specifically targets oral abilities and cultural knowledge. In addition, for the Hispanic Studies concentration, it specifically includes the possibility for students to select two courses in Spanish for the Professions that will provide knowledge directly applicable to careers in a variety of professions, including health sciences, nursing, social work, business, and tourism. The Hispanic Studies concentration is clearly different from traditional Spanish majors offered at other institutions in South Carolina, which are strongly oriented to literature. Bachelor's programs for languages other than Spanish, with only one exception, do not provide students the opportunity to complete a major by studying more than one language. The dearth of programs with a Multiple Language Concentration in South Carolina offers an opportunity for Coastal Carolina to attract students who are interested in language study but do not wish to be restricted to completing the requirements of a traditional literature-based curriculum in a single language.

The US Census Bureau data indicate that there has been an increase in the Hispanic and Latino population statewide and in Horry County. From 2000-2010, the Hispanic population increased from 2.4% of the total population to 5.1%. In Horry County, the increase was from 2.6 % in 2000 to 6.2 % in 2010, an increase of over 100%. One market research firm, HIS, projects that in the United States, the number of Hispanics over five years old who speak Spanish at home will increase to 55.4 million – which will be 71% of the total Hispanic population – by 2034². These demographics suggest that there will be a continued need for professionals who can communicate effectively in both Spanish and English and who also have an in-depth understanding of Hispanic cultures. Given this fact, it is reasonable to expect that the proposed concentration in Hispanic Studies will be attractive to a number of students, and that new majors can be recruited from the current pool of minors as well as from undecided students entering the university.

The major curriculum has been deliberately designed to allow added flexibility for students who choose to complete a double major. Modern Language Association data indicate that every year between 2004 and 2013, at least one third of all foreign language majors were double majors, a much higher proportion than in any other liberal arts discipline. Indeed, the greatest increase in students majoring in

² <http://corporate.univision.com/2015/06/want-to-know-where-the-hispanic-population-will-grow-and-go-through-2034-read-on/>

foreign languages in the past decade has come from double majors. In 2013, 48% of all Spanish majors were double majors; for German majors the percentage of double majors was 50% and for French 54%.³ These statistics show that it is imperative for forward-thinking language departments to reach out to students from other disciplines and to create curricula that speak to these students and allow them to complete degree requirements in a reasonable period of time. We have already begun to do so by creating cognate courses for other disciplines in the college, and we are exploring certificate programs, for example, with International Management and other programs. Because of the projected high percentage of double majors among Languages and Intercultural Studies majors, we will work closely with departments such as those mentioned in this report to create appropriate curricular opportunities on the CCU campus and abroad.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities

Occupation/ Industry	Expected Number of Jobs		Employment Projection	
	USA	South Carolina	USA ⁴	South Carolina ⁵
Interpreter or Translator (e.g. schools, courts, hospitals, conference centers)	78,500	580	+29%	+24.5%

³ <https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Teaching-Enrollments-and-Programs/Data-on-Second-Majors-in-Language-and-Literature-2001-13>

⁴ All US data taken from the Bureau of Labor Statistics at <http://www.bls.gov/ooh/Media-and-Communication/Interpreters-and-translators.htm>. Projected increases are for the period between 2014 and 2024.

⁵ All South Carolina data taken from www.projectionscentral.com.

	Expected Number of Jobs		Employment Projection	
Police Officer (Including Border Guard and Border Patrol)	714,200	11,800	+5%	+4.7%
Medical and Health Services Managers	389,000	4,790	+35%	+15.3%
Nurse Practitioners	171,700	1,720	+35.2%	+32.1%
Social Workers	68,900	860	+3.8%	0%
Speech-language pathologist	164,300	2,200	+21.3%	+19.3%
Human Resources Specialist	503,900	6,520	+4.6%	+6.8%
FL teacher (post-secondary)	41,300	370	+10.9%	+11.4%
Tour Guides and Escorts	45,700	45,700	+5.1%	+11.4%
Meeting, Conference, and Event Planner	109,900	1,210	9.9%	+10.5%
Spanish Teacher, K-12	There are currently 812 Spanish teaching positions, with 159 new Spanish teachers being hired in South Carolina in 2015-16. Spanish has been identified as an area in which there is currently a shortage of teachers. ⁶			

There will be an increased need for graduates of language programs who are not only fluent in foreign languages but who are able to manage effectively in two cultures. The US Bureau of Labor indicates that the growth of jobs for interpreters and translators will outpace job growth for many other occupations. In addition, the need for post-secondary foreign language teachers will increase by 10%. A Bachelor's degree in foreign languages is a pre-requisite for entry into most graduate programs that prepare post-secondary language instructors. In addition, CERRA has identified Spanish as an area in which there is a shortage of teachers in South Carolina. Students completing the Hispanic Studies concentration will be well-prepared to obtain certification for public school teaching by completing either a post-baccalaureate certification program or MAT program.

In addition to these professions traditionally associated with foreign language degrees, there is also considerable growth in many professional areas from which we expect to attract double majors. For example, there is a growing need in the healthcare industry for individuals who are fluent in Spanish and other languages and who are culturally sensitive to the population they serve. Please note that there are many other professions that could be included in a table such as this because a foreign language degree can be profitably paired with almost any other degree program at CCU. In addition to the occupations listed above, there are also a number of opportunities for graduates overseas, including as teachers of English to speakers of other languages, in the Peace Corps, or working with governmental and non-governmental aid organizations. A variety of programs exist that place US graduates abroad to teach English, for example the Fulbright English Language Teaching Assistantship, not to mention private companies and language schools that hire foreign language majors to teach English abroad. The reason foreign language majors are preferred for such programs and positions is that they are able to demonstrate language acquisition skills, i.e., knowledge and strategies regarding learning languages, as well as adaptability to other cultures, in particular, if they have participated in a significant study abroad program. In addition, foreign language classes also teach students critical metalinguistic skills, i.e. knowledge about the nature and function of language that allows them to better grasp their native tongue and to explain linguistic rules and practices to others.

⁶ www.cerra.org

Foreign companies operating in South Carolina often seek to hire individuals with experience in the related language and culture, for some of the same reasons mentioned above, in particular for their adaptability to other cultures and their ability to take the perspective of individuals with different cultural backgrounds. The following foreign-owned companies are operating in South Carolina. According to an article in Greenville Online, "The analysis of federal data shows foreign-owned firms accounted for more than 8 percent of all private-sector jobs in South Carolina in 2013, a greater percentage than any other state. According to OFII, the percentage of the state's private employment attributable to foreign-owned firms rose steadily over the five years between 2009 and 2013 – from 6.8 percent in 2009 to 8.1 percent in 2013."⁷

Foreign Companies Operating in South Carolina as of 2015⁸

Country	Language of Country	Number of Companies Operating in South Carolina
Austria	German	15
Belgium	French/Flemish	41
Colombia	Spanish	12
France	French	96
Germany	German	238
Italy	Italian	75
Mexico	Spanish	26
Spain	Spanish	10
Switzerland	German/French/Italian	70

⁷ <http://www.greenvilleonline.com/story/money/business/2016/03/24/sc-tops-percentage-jobs-supported-foreign-owned-companies/82159298/>

⁸ http://dc.statelibrary.sc.gov/bitstream/handle/10827/18144/DOC_Foreign_Owned_Companies_by_Country_2015-01.pdf?sequence=1&isAllowed=y

Impact to Existing Degree Programs and Services - Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes No If yes, explain. (500 characters)

CCU currently offers minors in Spanish, French, and German. By creating a Bachelor of Arts in Languages and Intercultural Studies with two initial concentrations in Hispanic Studies and in Multiple Languages, we anticipate increased enrollment in both lower-level and upper-level courses that have traditionally served these minors. The new major concentration in Hispanic Studies will replace the old Spanish major, and both concentrations will emphasize the improvement of students' proficiency in the target languages and the attainment of intercultural competency. The new major will also give students in other degree programs the opportunity to enhance their marketability through language skills by offering a greater variety of upper-level courses for their use as cognates or electives.

This program will incorporate an intensive study of oral language skills that will help students to connect with, and relate to, the deep cultural knowledge they will acquire. Students will gain experiential and classroom knowledge, with experiences in study abroad, including ongoing programs in Costa Rica and Spain, as well as new programs designed with CCU's study abroad office. Our majors may find complementary minors and degrees in subjects such as business, health sciences, communication, politics, history, and anthropology, which will augment their qualifications for employment in the region with the federal government, environmental services, cultural resources management, and local communities. This new program will also attract students who would otherwise seek language majors at other institutions by offering an opportunity for a combined focus on culture, communications and language.

List of Similar Programs in South Carolina

Program	Institution	Similarities	Differences
B.A. in Spanish:	Columbia College University of SC-Upstate University of South Carolina-Beaufort Charleston Southern University Anderson University Bob Jones University Coker College Lander University	These programs offer undergraduate courses at all levels in Spanish.	Does not offer a Multiple Languages Option, nor does it offer any options for students studying French, German, Italian, or Russian to complete a language major.
Language and International Trade (B.A.)/Language and International Health (B.S.)	Clemson University	Emphasis on language skills and a professional concentration. Requires a study abroad experience and an internship.	CCU Spanish for Professions courses are broader, preparing students for an array of professions instead of just a specific one. The B.A. does not include a Multiple Languages Option for students who wish to gain proficiency and expertise in more than one language/culture.
Comparative Literature (B.A.) French (B.A.) German (B.A.) Russian (B.A.) Spanish (B.A.)	University of South Carolina-Columbia	Offers courses in Spanish, French, and German at all undergraduate levels.	Does not offer a Multiple Languages Option. The B.A. in Comparative Literature focuses on literary texts rather than on acquisition of proficiency in more than one language.
French/ Francophone Studies (B.A.) German (B.A.) Spanish (B.A.)	College of Charleston Furman University Wofford College Converse College (only German and Spanish) Presbyterian College (only French and Spanish)	Offers undergraduate coursework at all levels in French, German, and Spanish.	Does not offer a Multiple Languages Option, nor does it offer any options for students studying Italian or Russian to complete a language major.
Modern Languages (B.A.)	Clemson University Citadel Military College	Offers undergraduate coursework at all levels in French, German, and Spanish.	Does not offer a Multiple Language option for students who wish to complete a degree by gaining proficiency and expertise in more than one language/culture.

Description of the Program

Projected Enrollment						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)	Total Headcount	Credit Hours
2017-2018	10	150	14	207	0	0
2018-2019	21	320	24	356	0	0
2019-2020	29	442	31	464	0	0
2020-2021	35	531	36	542	0	0
2021-2022	40	606	38	576	0	0

Note 1: Based on enrollment of 10 new students each fall and 5 new students each spring.

Note 2: Credit hours based on 15 hours per semester.

Note 3: Years one through four total headcounts based on 88% returning fall to spring and 82% returning spring to fall. Year five headcount additionally based on 42.5% graduation rate of returning students.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain (1000 characters)

Are there any special articulation for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum by Category*

Core Curriculum	Core		39-44 cr
Freshman Grad. Requirement	General Ed.	UNIV 110Q First Year Experience	0-3 cr
Major Foundation Courses	Major Foundations	Course title	9-18
		LIS 122 Introduction to Intercultural Studies	3
		One 300- or 400-level LIS course, for example: LIS 301 Introduction to Russian Culture LIS 305 French/Francophone Cultural History through Literature LIS 401 The Holocaust LIS 402 Gender and Sexuality in German and Austrian Culture	3
		Participation in a study abroad program, internship, or significant immersion experience (to be approved by department chair)	3-12
		Select One of the Following Concentrations:	

Concentration		1. Hispanic Studies Concentration	27
		SPAN 210 Spanish Language II and General Hispanic Cultures	3
		SPAN 255 Spanish Pronunciation	3
		SPAN 211 Spanish Language III and Hispanic Cultures in North America	3
		SPAN 315 Spanish Language IV and Hispanic Cultures in South America	3
		SPAN 321 Spanish Language V and Hispanic Cultures in Central America	3
		SPAN 431 Spanish Language VI and Hispanic Cultures in Spain and the Caribbean	3
		<p>Complete one of the following tracks: 1. SPAN 320 Hispanic Studies for Professions and SPAN 323 Spanish for Business and Tourism. OR 2. <u>Two</u> additional courses in Hispanic literature and/or culture/civilization at the 300- or 400-level, chosen from the following: SPAN 333 Topics in Language, Literature, and Culture SPAN 340 Hispanic Culture and Civilization SPAN 345 Spanish Through Art SPAN 370 Hispanic Culture Through Film SPAN 410 Spanish Peninsular Literature SPAN 411 Latin American Literature</p>	6
		SPAN 480 Capstone	3
		<p>2. Multiple Languages Concentration Students select a first and second language. Currently, the following languages may be selected as first languages: French, German, and Spanish. Currently, the following languages may be selected as second languages: French, German, Italian, and Spanish.</p>	27
		<p><u>Two</u> 200-level courses in first language. Students can select from the following in a single language: FREN 215 French Studies II FREN 225 French Conversation I FREN 270 Introduction to French and Francophone Culture GERM 210 Intermediate German I GERM 280 Introduction to German Film SPAN 210 Spanish Language II and General Hispanic Cultures SPAN 211 Spanish Language III and Hispanic Cultures in North America SPAN 255 Spanish Pronunciation</p>	6
		<p><u>Two</u> 200-level courses in second language. Students can select from the following in a single language: FREN 215 French Studies II FREN 225 French Conversation I FREN 270 Introduction to French and Francophone Culture GERM 210 Intermediate German I</p>	6

		<p>GERM 280 Introduction to German Film ITAL 210 Intermediate Italian I ITAL 221 Italian Conversation and Culture ITAL 280 Cinema for Italian Conversation and Culture SPAN 210 Spanish Language II and General Hispanic Cultures SPAN 211 Spanish Language III and Hispanic Cultures in North America SPAN 255 Spanish Pronunciation</p>	
		<p>Two 300-level courses in first language. Students can select from the following in a single language: FREN 310 French Grammar and Composition FREN 311 French Conversation FREN 316 French Phonetics FREN 325 French Conversation II GERM 300 Intro to German Civilization and Culture GERM 310 German Grammar and Composition GERM 311 German Conversation SPAN 315 Spanish Language IV and Hispanic Cultures in South America SPAN 320 Spanish for the Professions SPAN 321 Spanish Language V and Hispanic Cultures in Central America SPAN 323 Spanish for Business and Tourism SPAN 345 Spanish through Art</p>	6
		<p>One 300-level courses in second language FREN 310 French Grammar and Composition FREN 311 French Conversation FREN 316 French Phonetics FREN 325 French Conversation II GERM 300 Intro to German Civilization and Culture GERM 310 German Grammar and Composition GERM 311 German Conversation ITAL 325 Italian Culture, Conversation, and Daily Life SPAN 315 Spanish Language IV and Hispanic Cultures in South America SPAN 320 Spanish for the Professions SPAN 321 Spanish Language V and Hispanic Cultures in Central America SPAN 323 Spanish for Business and Tourism SPAN 345 Spanish through Art</p>	3
		<p>One 400-level course in first language FREN 400 French Civilization FREN 401 La France Contemporaine FREN 415 French Linguistics FREN 425 Advanced Composition in French GERM 401 Contemporary Germany GERM 405 Topics in German SPAN 410 Spanish Peninsular Literature SPAN 411 Latin American Literature SPAN 430 Spanish Linguistics</p>	3
		480 Capstone (in first language, if Spanish) <u>OR</u>	3

		399 Independent Study (in first language, if not Spanish)	
Cognate	Cognate/Minor	Students will be advised to choose cognates that support their chosen concentration (12 credits at 300 or higher). If students choose to double major or declare a minor, the cognate requirement will be waived.	12 cr
Electives	Electives		16-33 cr

Total Credit Hours Required: 120

Course Descriptions for New Courses

CCU has existing minors in Spanish, French, and German and a pre-existing Major of Spanish that was suspended in 2014 for revision; therefore, many of the classes to be offered in the proposed new major are already in the Catalog. Below are some new and modified existing courses that will contribute to the new B.A. program in Languages and Intercultural Competence.

*Courses indicated with an asterisk are new courses that have been approved recently or are in the approval process. Courses *without* an asterisk are pre-existing courses that have been modified to align with the proposed B.A.

Course Name	Description
LIS 122* Introduction to Intercultural Studies	In this course, students will have the opportunity to view and appreciate the distinctive character of different lands and peoples and acquire a basic intercultural communicative awareness. In addition, students will become familiar with scholarly approaches in the discipline, which may include linguistics, cultural studies, film studies, literary studies, interdisciplinary approaches, and/or pedagogy. Content will focus on a particular topic or theme within the context of non-English-speaking cultures.
SPAN 210 Hispanic Studies II	The course refines oral abilities introduced in SPAN 115, developing language skills related to speaking and listening up to a novice low-mid proficiency, according to the American Council on the Teaching of Foreign Languages (ACTFL), necessary for communicating in everyday situations in Hispanic cultures. It also continues exposing students to the great variety of Hispanic cultures. Required for work in upper-level language and culture courses. Prerequisite: SPAN 115
SPAN 211 Spanish and Hispanic Cultures in North America	The course refines oral abilities introduced in previous courses, developing language skills related to speaking and listening up to a novice mid-high proficiency, according to the American Council on the Teaching of Foreign Languages (ACTFL), necessary for communicating in everyday situations in Hispanic cultures. It also continues exposing students to the many facets of Hispanic cultures focusing on the Cultures in North America. Required for work in upper-level language and culture courses. Prerequisite: SPAN 210
SPAN 315 Spanish and Hispanic Cultures in South America	The course refines oral abilities introduced in previous courses, developing language skills related to speaking and listening up to a novice intermediate low proficiency, according to the American Council on the Teaching of Foreign Languages (ACTFL), necessary for communicating in everyday situations in Hispanic cultures. It also continues exposing students to the many facets of Hispanic cultures focusing on the Cultures in South America. Required for work in upper-level language and culture courses. Prerequisite: SPAN 211

Course Name	Description
SPAN 321 Spanish and Hispanic Cultures in Central America	The course refines oral abilities introduced in previous courses, developing language skills related to speaking and listening up to a novice intermediate mid proficiency, according to the American Council on the Teaching of Foreign Languages (ACTFL), necessary for communicating in everyday situations in Hispanic cultures. It also continues exposing students to the many facets of Hispanic cultures focusing on the Cultures in Central America. Required for work in upper level language and culture courses. Prerequisite: SPAN 211
SPAN 431 Spanish and Hispanic Cultures in Spain and the Caribbean	The course refines oral abilities introduced in previous courses, developing language skills related to speaking and listening up to a novice intermediate high proficiency, according to the American Council on the Teaching of Foreign Languages (ACTFL), necessary for communicating in everyday situations in Hispanic cultures. It also continues exposing students to the many facets of Hispanic cultures focusing on the Cultures in Spain and the Caribbean. Required for work in upper-level language and culture courses. Prerequisite: SPAN 211.
LIS 301* Introduction to Russian Culture	This course will introduce the student to the basics of Russian culture through its history, literature, folklore, cinema, and fine arts. It will provide students with an opportunity to analyze main ideas and values that have shaped the cultural identities of Russians. The intellectual and cultural history of Russia will be explored through important textual and artistic images of Russian culture. The course will also track the transformations of Russian culture from its origins to the present. No knowledge of Russian is required for this course. Prerequisite: ENG 101 with a grade of C or better.
LIS 305* French/Francophone Cultural History through Literature	Selected translated readings of French/Francophone literature from a range of time periods, literary movements, and genres. Discussion and analysis of a variety of texts, with consideration of their cultural and historical backgrounds. Prerequisite: ENG 101 with a grade of C or better.
LIS 401* The Holocaust	This course will approach the Nazi genocide from a German Studies perspective, examining the cultural and ideological foundations of modern anti-Semitism and National Socialism, as well as representations of the Holocaust in post-war and contemporary German and Austrian society. Fictional texts, films, memoirs, speeches, essays, and poetry will be examined in historical context, and issues and debates surrounding Holocaust representation will be explored. The course is taught in English; no knowledge of German is required. Students who wish to obtain credit towards a German minor should co-enroll in GER 301L: German Culture Lab. Prerequisite: ENG 101 with grade of C or better.
LIS 402* Gender and Sexuality in German and Austrian Culture	German and Austrian artists, intellectuals, and scientists have exercised enormous influence on attitudes about gender and sexuality over the course of the twentieth century and up to the present day. This class traces the development of discourses of gender and sexuality by analyzing works of fiction, non-fiction, and film in the cultural, social, and political context in which they were created. Topics to be addressed include psychoanalysis, sexology, homosexual emancipation, the women's movement and feminism, the sexual politics of Nazi Germany, and contemporary debates surrounding multiculturalism. The course is taught in English and open to students without prior knowledge of German. To receive credit for the German minor or towards the major in Languages and Intercultural Studies, students must co-enroll in GER 301L: German Culture Lab. Prerequisite: ENG 101 with grade of C or better.

Faculty and Administrative Personnel

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments
Professor and Chair	Full	GERM upper-division (F) 3-year rotation between following: <ul style="list-style-type: none"> • GERM 300 Intro to German Civilization and Culture • GERM 310 German Grammar and Composition • GERM 311 German Conversation LIS courses (S) 3 –year rotation between following: <ul style="list-style-type: none"> • LIS 122 Introduction to Intercultural Studies (3 cr.) • LIS 401 The Holocaust (3 cr.) • LIS 402 Gender and Sexuality in German and Austrian Culture (3 cr.) 	Ph.D. – Washington University in St. Louis, German M.A. – University of California, Santa Barbara, German GER 262B German Phonetics GER 276 German Culture Film-Theater GER 262C Advanced Oral Expression GER 285 Teaching Literary Texts GER 278 German Culture Fine Arts GER 279 German Culture in Literature GER 261A Advanced Grammar GER 261B Advanced Stylistics GER 262 Linguistics GER 456 History of the German Language GER 522 Seminar in Baroque COMP LIT 495 Seminar: The Cities of Modernism GER 550: Methods of Literary Study: Literature and Cultural Theory GER 433 Expressionism, 1910-1925 GER 505 Seminar in the Teaching of German GER 527 Seminar in Literature of the 20 th Century GER 458 Middle High German	
Associate Professor #1	Full	SPAN 321 Spanish Language V and Hispanic Cultures in Central Am. (F) (3 cr.) SPAN 345 Spanish Culture through Art (S) (3 cr.) SPAN upper-division culture or literature course (F,S), for example: <ul style="list-style-type: none"> • SPAN 410 Spanish Peninsular Literature 	Ph.D. - Syracuse University, Spanish Lang., Lit. and Culture SPA 667 Spanish-American Lit Colonial-Romantic SPA 691 The Novel 1900-1950	

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments
		<ul style="list-style-type: none"> • SPAN 411 Latin American Literature 	SPA 780 Sem: Spanish Lit Intro/Semiotics SPA 524 History Spanish Language SPA 735 Cervantes SPA 625 Grad Lang Sem-Semiotic	
Associate Professor #2	Full	SPAN 315 Spanish Language IV and Hispanic Cultures in South Am. (F) (3cr.) SPAN 480 Capstone (S) (3cr.) SPAN 320 Spanish for the Professions (S) (3 cr.) SPAN 323 Spanish for Business and Tourism (F) (3cr.)	Ph.D. – Universidad Autónoma de Madrid, Spanish Language and General Linguistics Spanish Syntax from Tradition to Modernity; Spanish Morphology; Perspectives in the Study of Speech; Analysis of Speech and the Theory of Enunciation; Perspectives in the Study of Speech: The Linguistic Pragmatism; Grammatical Theory; Methodology of Spanish as a Second Language; Theoretical and Literary Aspects of Translation	
Assistant Professor #1	Full	SPAN 255 Spanish Pronunciation (F,S) (3cr.) SPAN 431 Spanish Language VI and Hispanic Cultures in Spain and the Caribbean (S) (3cr.) LIS 122 Introduction to Intercultural Studies (F) (3 cr.)	Ph.D. – Universidad Autónoma de Madrid, Spanish and Hispano-American Literature; Process and Orientations of the Latest Hispano American Narrative; Garcia Lorca II: Bibliographical State, Textual Problems; Forms of the Golden Age Narrative; Theory of Fiction: Magic Realism; Cervantes	
Assistant Professor #2	Full	FREN 225 French Conversation I (F) (3 cr.) FREN 300-level course (F/S) in two-year rotation: <ul style="list-style-type: none"> • FREN 310 French Grammar and Composition (3 cr.) • FREN 311 French Conversation (3 cr.) • FREN 316 French Phonetics (3 cr.) 	Ph.D. Penn State University, French (Applied Linguistics Option) FR 581 Teaching French FR 545 Analysis French Civilization LING 504 Phonology II	

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments
		<ul style="list-style-type: none"> • FREN 325 French Conversation II (3 cr.) FREN 400-level course (F), in three-year rotation: <ul style="list-style-type: none"> • FREN 401 La France Contemporaine • FREN 415 French Linguistics • FREN 425 Advanced Composition in French LIS 305 French/Francophone Cultural History through Literature (S) (3 cr.)	APLNG Pro-Seminar LALS FR 502 Intro French Linguistics FR 597C Discourse Analysis FR 597D Social Theory and L2 Learning APLNG 591 Seminar L2 ACQ APLNG 597F Language Pedagogy FR 597B French Sociolinguistics	
Senior Instructor #1	Full	SPAN 210 Spanish Language II and General Hispanic Cultures (F, S) (3 cr.)	MA – University of California – Davis, Spanish Span 272 Span-Amer Lit: Narr Span 274 Span-Amer Lit Studies Span 277 Span-Amer Novel Span 273 Poetry and Drama Span 212 Applied Linguistics	
Senior Instructor #2	Full	SPAN 210 Spanish Language II and General Hispanic Cultures (F, S) (3 cr.)	MA – University of Virginia, Spanish Span 585 Modern Latin Amer Lit Span 570 Contemporary Lit Span 856 Cervantine Imagination Span 565 Realism & the Generation 1898 Span 730 History of the Language Span 763 19 th Century Theatre	
Senior Instructor #3	Full	SPAN 211 Spanish Language III and Hispanic Cultures in North Am. (F,S) (3cr.)	MA – West Virginia University, Spanish Span 332 Latin Amer Novel Since 1960 Span 334 Latin American Theatre Span 292A Pro Sem: Latin American Culture Span 333 Latin American Poetry Span 324 Explicacion De Textos Span 330 Latin America Short Story	
Lecturer #1	Full	FREN 215 French Studies II (F, S) (5 cr.)	M.A. University of Illinois, Chicago, French FR 433 Advanced Oral & Written French	

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments
			FR 463 FR Civilization III: 19 th and 20 th Century GER 407 Theory Language Teaching FR 415 French Literature Middle Ages FR 510 Seminar in Literary Studies FR 440 French/Francophone Cinema FR 510 Seminar in Literary Studies	
Lecturer #2		GER 210 Intermediate German I (F) (3 cr.) LIS 122 Introduction to Intercultural Studies (S) (3 cr.)	M.A. Equivalent Minsk State Linguistic University, Belarus Qualification: Linguist. Teacher of English and German. Specialist in Computational Linguistics. Subject Areas: German, Linguistics, Education	
Lecturer #3		GERM 300-level (S) 3 year rotation among the following: <ul style="list-style-type: none"> • GERM 300 Intro to German Civilization and Culture (3 cr.) • GERM 310 German Grammar and Composition (3 cr.) • GERM 311 German Conversation (3 cr.) GERM 400-level (F) 2 year rotation among the following: <ul style="list-style-type: none"> • GERM 401 Contemporary Germany (3 cr.) • GERM 405 Topics in German (3 cr.) 	Ph.D. University of Cincinnati, German M.A. University of Kentucky, German GER 553 The Teaching of German GER 616 Studies in Genre: Poetry GER 653 Research and Issues in Teaching German GER 721 German Literary & Cultural History GER 650 Multidisciplinary German Studies GER 629 Studies in Nineteenth Century Existentialism GER 630 Studies in the 20 th Century GRMN 501 Survey German Lit I GRMN 815 Posthumanism German GRMN 816 Survey German Lit II GRMN 790 Film and WWII GRMN 722 Kulturgeschichte GRMN 726 Turn of Century Lit GRMN 8011 Focus: Media 1	

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Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments
			GRMN 8012 Focus: Media 2	
Lecturer #4		ITAL 130 Introductory Italian III (F,S) (3 cr.) ITAL 210 Intermediate Italian I (F,S) (3 cr.) LIS upper-division (S) (3 cr.)	TBD: We are currently searching for a replacement for an Italian lecturer who resigned in Summer 2016.	

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2017-2018	0	0.00	1	0.25	1	0.25
2018-2019	0	0.00	1	0.25	1	0.25
2019-2020	0	0.00	1	0.25	1	0.25
2020-2021	0	0.00	1	0.25	1	0.25
2021-2022	0	0.00	1	0.25	1	0.25
Faculty						
2017-2018	0	0.00	12	1.07	12	1.07
2018-2019	1	0.29	12	1.31	13	1.60
2019-2020	0	0.00	13	1.70	13	1.70
2020-2021	0	0.00	13	2.27	13	2.27
2021-2022	0	0.00	13	2.27	13	2.27
Staff						
2017-2018	0	0.00	1	1.00	1	1.00
2018-2019	0	0.00	1	1.00	1	1.00
2019-2020	0	0.00	1	1.00	1	1.00
2020-2021	0	0.00	1	1.00	1	1.00
2021-2022	0	0.00	1	1.00	1	1.00

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The existing Administrative Assistant in the department will provide staff support. There are sufficient qualified faculty on staff to initiate the program. When the program reaches 45 majors, we will require full-time professorial faculty to offer more sections of lower-level and upper-level courses.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Kimbel Library and Bryan Information Commons has holdings of approximately 130,000 print monographs, 350,000 ebooks, over 45,000 ejournals, and over 32,000 streaming videos. Specific to this program are over 2,000 books or ebooks on Hispanic or Latino culture. The library subscribes to the following databases that provide materials relevant to the program: Academic Search Complete, Communication Source, National Newspapers Core Collection, Project Muse, Fuente Academica, Literature Resource Center, MLA International Bibliography, and JSTOR. JSTOR, an archival database, lists 75 journal titles in Latin American Studies and many more interdisciplinary titles. Materials that aren't held in the library can be accessed through PASCAL Delivers or Interlibrary Loan. In addition to its collections, the library is open 24/7 during the academic year. The library provides reference and research services which include Ask-A-Librarian 24-hour chat service and consultation services for faculty and students. Librarians are available for course-related library instruction at the request of the faculty.

Minimal new costs are projected. Given that the previous collection has focused primarily on Spanish, it is anticipated that some of the collections in other languages offered as part of the Multiple Languages Option will have to be built up over a period of years. For this purpose we have added an annual library

budget of \$1,000 beyond the current departmental allocation of \$500. This will allow us to purchase electronic and print materials in French, German, Italian, and Russian.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Existing support services should be sufficient. The University offers a Foreign Language Instructional Center as part of its Learning Assistance Centers. Tutors are available Monday through Thursday from 9:30 a.m. until 8:00 p.m. and Friday from 9:30 a.m. until noon. Faculty-student tutoring, such as Academic Coaching, a successful COHFA initiative, is available three times a semester. The academic advisor already working with our minors in the department of Languages and Intercultural Studies can provide the needed support services for majors without additional cost at this time. Students are also supported by a wide variety of University services, such as Student Computing Services, The Office of Accessibility and Disability Services, library assistance services, and Career Services, etc. In addition, the department sponsors a number of extracurricular and co-curricular programs that supplement the classroom experience, including film series, language clubs, and study abroad programs.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment is needed for the proposed program. The program can be supported by the current equipment levels and classroom space.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

No additional physical facilities are needed to support the proposed program. We would, however, like in the future to see the Foreign Language Instructional Center moved to a location near or actually in our department offices, which would allow it also to serve a dual function as lab and tutoring center.

Budget Justification

The costs indicated in the table below do not represent any new costs to the university, since no new faculty or staff will be required to implement this major. Since there has historically been a major in Spanish (which will be replaced by the proposed major), and since we currently offer minors in French, German, and Spanish, we already have faculty able to deliver both the lower-division and upper-division coursework required for both concentrations of the Languages and Intercultural Studies major. The costs listed below indicate solely the proportion of existing resources (including faculty, equipment, and supplies) that will be utilized to deliver the major (e.g. in offering required courses). It should be noted that courses required for the major can also be utilized to fulfill requirements for the minors in French, German, and Spanish, and the new LIS courses can be taken to fulfill cognate requirements in other disciplines, or in the case of LIS 122, to fulfill the core humanities requirement.

Thus, we do not currently need to hire additional faculty to deliver this major; requests for new hires will be contingent on actual enrollments of students in the major to the point of it becoming necessary for us to offer additional courses. Please note that the faculty table above includes a full-time lecturer of Italian who will be hired. This is a replacement position resulting from a resignation in the summer of 2016. CCU has historically offered Italian, and there is considerable demand for it at the core level.

Financial Support

Estimated Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration (1)	\$27,407	\$27,955	\$28,514	\$29,084	\$29,666	\$142,626
Faculty and Staff Salaries (2)	\$117,689	\$163,747	\$174,000	\$225,625	\$230,138	\$911,198
Graduate Assistants						\$0
Equipment	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Facilities						\$0
Supplies and Materials	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Library Resources	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Other						\$0
Total	\$150,595	\$197,202	\$208,014	\$260,209	\$265,304	\$1,081,324
Sources of Financing by Year						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$294,360	\$553,984	\$751,823	\$904,320	\$888,166	\$3,392,653
Program-Specific Fees						\$0
State Funding						\$0
Reallocation of Existing Funds						\$0
Federal Funding						\$0
Other Funding						\$0
Total	\$294,360	\$553,984	\$751,823	\$904,320	\$888,166	\$3,392,653
Net Total (i.e., Sources of Financing Minus Estimated Costs)	\$143,765	\$356,783	\$543,809	\$644,110	\$622,862	\$2,311,329

Note 1: Program administration based on .14 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.

Note 2: Faculty and staff salaries include 28% fringe benefits. Years 2-5 are also based on a 2% increase.

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Tuition from enrollments should be sufficient to support this new program. No new funding is requested from the state.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Each of the required courses in the proposed Languages and Intercultural Studies curriculum reflects the unique focus of this integrated degree program: to become proficient in interacting with people from different cultures. Oral skills are emphasized throughout all phases of the curriculum alongside core concepts that build an understanding of intercultural communication in different cultures. At all levels of the curriculum, students are required to demonstrate improvement in their language skills.

The curriculum is directed towards production of a comprehensive assessment portfolio that will be the program's principal assessment tool. In order to provide a comprehensive assessment of student learning, as well as track overall program progress, each student will be tracked through an assessment portfolio that will contain scores for assessments at the foundational level, a final capstone project, and a national post-test. In addition, the portfolio will contain the required research proposal for the LIS 122 course and the actual research paper completed in the capstone course. It will also contain narratives related to students' experiences in the areas of study abroad, internships, or other special programs.

I. Assessment During Program Completion:

During completion of foundational courses in the program, students will be administered a standardized pre-test that will provide a baseline for language skills. It is possible to use the current placement exam, WebCAPE, for this purpose. This assessment instrument will serve as a baseline for tracking both individual student progress and program progress. In addition, for the purposes of mid-program review, we will designate an appropriate 300-level class in each language in which all students will be required to complete an informal oral proficiency interview that will be graded using a standard rubric. The purpose of the interview and feedback provided will be twofold. For the students, it will identify areas in which improvement is needed so that they can better prepare for the formal Oral Proficiency Interview required for graduation. For the department, it will help us identify whether students are reaching the necessary level of oral proficiency during the midpoint of their studies that will allow them to successfully obtain a level of Intermediate High on the OPI. The assessment committee will meet on a regular basis (at least once per semester), examine the results of the informal interviews, and report back to the department as a whole so that programmatic and/or curricular changes can be proposed, if needed.

In the required LIS 122 class (Introduction to Intercultural Studies), students will be required to complete a critical paper reflecting on differences between the target culture and the home culture. This paper will be graded with a standard rubric, and the data will be reported to the assessment committee for review and comparison with assessments taken at a higher level later on in the program.

II. Assessment at Time of Graduation:

The final capstone project will serve as a cumulative record of a student's development of relevant expertise in their chosen concentration, either Hispanic Studies or Multiple Languages. Two items will be added to the portfolio during the capstone course: 1. An approved research paper which will demonstrate not only the students' acquisition of knowledge, but also critical reading and writing skills as well as research and analytical skills; 2. The results of American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Listening Proficiency Test (LPT) for students to demonstrate their language skills at the Intermediate High Level of proficiency. For the Hispanic Studies concentration, the language to be tested is Spanish; for the Multiple Languages concentration, the student should choose one language for the OPI and a different one for the LPT.

The final student assessment portfolio with the national post-test administered just before graduation provides a means for overall program assessment in addition to assessing individual student learning over the course of the program curriculum. Student learning outcomes, as measured by student portfolios as well as pre- to post-test improvement, will be assessed using standard rubrics, and the results will be analyzed to determine strengths and weaknesses in program curriculum and instruction. This curricular approach leads to a process that facilitates ongoing improvement for the program.

III. Assessment Following Graduation:

In addition to assessing student learning outcomes, analyzing the results, and planning measures to improve instruction and curriculum annually, the Languages and Intercultural Studies faculty, as is the custom for all departments, will collect semester course evaluations from students, record both faculty and student publications and conference presentations in the department's annual report, and track graduation rates, as well as survey seniors about their future plans (employment or advanced study). The Department of Languages and Intercultural Studies will track and survey alumni to collect more specific data on which to make decisions about the programs within the department. Senior and alumni surveys will allow for the identification of immediate employment paths for graduates and graduate school success, as well as future contact information for later communication about jobs and career growth. The faculty will meet annually to discuss the results of all assessment measures and to make changes in curriculum and instruction as needed.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Apply language skills at or above the intermediate high level of proficiency consistent with the ACTFL guidelines on proficiency in a foreign language.	Standardized assessment instrument (WebCAPE) administered during a foundational course (210 level). "Mock OPI" to be conducted in a designated 300-level course. Results of the ACTFL OPI and LPT (SPAN 490 or GER/FR 499 depending on the concentration).
Utilize an understanding of target cultures and perspectives in a global context to think critically about issues related to these cultures.	Critical paper with research proposal completed during LIS 122, evaluated with standard rubric. Research paper in the capstone course evaluated with standard rubric. Study Abroad/Immersion Experience/Internship final paper, evaluated with standard rubric.
Communicate effectively in an intercultural environment through engagement with target language communities at home and abroad.	Critical paper with research proposal completed during LIS 122, evaluated with standard rubric. Research paper in the capstone course evaluated with standard rubric. Study Abroad/Immersion Experience/Internship final paper, evaluated with standard rubric.
Apply skills relevant to professional work in various areas, such as teaching, translating, tourism, business, journalism, or to be prepared to attend graduate school.	Critical paper with research proposal completed during LIS 122, evaluated with standard rubric. Standardized assessment instrument administered during a foundational course (210 level). Research paper in the capstone course evaluated with standard rubric Results of the ACTFL OPI and LPT.

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Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.