Request Form for General Education Certification:
Foreign Languages Requirement: (Please include a syllabus)

Faculty Member(s):
Course Number:
Course Name:
This Course is currently Listed in the Undergraduate Catalog  Yes___  No____
(If your answer is “No”, please explain the status with the curriculum committee)

Department of faculty member(s):____________________________
Course Description:

I. Explain how the proposed course satisfies each of the following Approval
Criteria for Foreign Languages

1. The primary purpose of the course is to learn a language other than English.

2. Students learn how to read, write, and understand languages other than English.

3. Students use languages other than English to learn about the perspectives of
historical and/or modern cultures that can be obtained only through the language.
II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of each of the four foreign language learning outcomes, using the evidence and grading rubric for the respective outcomes.

Student Learning Outcome 1: Students read languages other than English. (List SLO 1 on syllabus.)

Evidence: Students will be given an authentic reading text in the target language on the final exam. Students will be asked reading comprehension questions about the text.

Standard At least 80% of students receive a score 2 or 3 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceeds expectations 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student did not understand the main idea; some parts of the text were understood, but no meaning of the text as a whole was derived.</td>
<td>The student understood the main idea of the text. The student understood most of the subordinating points of the text and explained the text in an organized, complete manner.</td>
<td>The student understood the text completely, explained it well, and included additional cultural and/ or historical information to help in the interpretation of the text.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students write languages other than English. *(List SLO 2 on syllabus.)*

**Evidence:** Students will be given a writing assignment on the final exam.

**Standard** At least 80% students score 2 or 3 on rubric.

**Rubric for SLO 2 (French, German, Italian, Portuguese, Spanish).**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceeds Expectations 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student can not write complete sentences. Spelling, grammar, and vocabulary errors interfere with most of the writer's ability to communicate a message.</td>
<td>The student writes simple sentences on familiar topics. There are spelling, grammar, and vocabulary errors that interfere with some of the writer's ability to communicate</td>
<td>The student writes simple sentences that completely communicate the intended message. Grammar, vocabulary, and spelling errors do not interfere with meaning.</td>
</tr>
</tbody>
</table>

**Rubric for SLO 2 (Arabic, Chinese, Greek, Hebrew, Hindi, Japanese, Latin, and Russian).**

<table>
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<tr>
<td>The student can not write complete sentences. Spelling, grammar, representation of symbols, and vocabulary errors interfere with the writer's ability to communicate a message.</td>
<td>The student exhibits a high degree of accuracy when writing on familiar, well-practiced topics. There are frequent errors in spelling or in the representation of symbols, but the message can be understood.</td>
<td>The student writes simple sentences on familiar topics. There are spelling, grammar, and vocabulary errors that interfere with some of the writer's ability to communicate.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 3:** Students understand languages other than English. (List SLO 3 on syllabus.)

**Evidence:** Students will be given an unknown text in the target language for a section of the final exam. Students will be asked to answer comprehension question about the text.

**Standard** At least 80% of students scores of 2 or 3 on rubric.

**Rubric for SLO 3 (French, German, Italian, Portuguese, Spanish).**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceeds expectations 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student did not understand most of the text.</td>
<td>The student understood most of the text, with a few misunderstandings.</td>
<td>The student shows complete comprehension of the text.</td>
</tr>
</tbody>
</table>

**Rubric for SLO 3 (Arabic, Chinese, Greek, Hebrew, Hindi, Japanese, Latin, and Russian).**

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</tr>
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<tbody>
<tr>
<td>The student did not understand most of the text.</td>
<td>The student understood most of the text, with a few misunderstandings.</td>
<td>The student shows complete comprehension of the text.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 4:** Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language. *(List Student Learning Outcome 4 on syllabus.)*

**Evidence:** Students will be given an authentic text on the final exam. Students will be asked to identify the cultural perspective and/or viewpoint expressed in that authentic text, and give examples from the text to prove their analysis.

**Standard** At least 80% of students scores of 2 or 3 on rubric.

**Rubric for SLO 4**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceeds expectations 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No viewpoint or perspective identified from the text or the viewpoint is inaccurate or illogical.</td>
<td>The viewpoint is stated, and textual cues are included as rationale for the interpretation of viewpoint.</td>
<td>The viewpoint is stated, textual cues are included as the rationale for the interpretation, and additional historical/cultural information is included by the student to explain the viewpoint expressed in the text.</td>
</tr>
</tbody>
</table>
III. SYLLABUS REQUIREMENT
Syllabi should include the following:
“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc.” The name of the…final exam, essay 2, etc., will have to match the one given under Evaluation/Grading Distribution/ and it should indicate clearly the percentage of the grade that the assignment has in the course.
Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
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<tbody>
<tr>
<td>• Students read languages other than English.</td>
</tr>
<tr>
<td>• Students write languages other than English.</td>
</tr>
<tr>
<td>• Students understand languages other than English.</td>
</tr>
<tr>
<td>• Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language.</td>
</tr>
</tbody>
</table>

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS….it should show the weight in the grade

Grades
Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion 10%
- Quizzes 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home) 15%
- Midterm Exam 20%
- Comparative Analysis Paper (6-8 pgs.) 20%
- Final Exam 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________