



April 3, 2016

Dear Arts and Humanities Curriculum Committee,

The Romance Studies was created four years ago, and during this time, we have discovered a few inconsistencies and inefficiencies in the delivery of the major. As director of the Romance Studies major, I would like to submit the following changes for consideration by the committee.

1. **Advising.** Each primary language will have an ASC advisor and a faculty advisor. The ASC advisors for the primary languages are: Andy Spencer (French, Italian, Spanish, Portuguese) and MaryKatherine Ramsey (Latin). The faculty advisors for each primary language are: Janice M. Aski (Italian), Jennifer Willging (French), Jonathan Borgoyne (Spanish and Portuguese) and the director of Undergraduate Studies for Latin.

2. **Major Assessment.** We intend to measure graduating seniors' accomplishments in the areas of cross-cultural understanding, the four language skills (reading, writing, listening, speaking) and critical thinking/expression. We will implement two direct measures and two indirect measures. The two direct measures evaluate the primary language skills and include the evaluation of paper written in one of the most advanced-level courses of the primary language and the results of the STAMP web-based proficiency test (<http://www.avantassessment.com/stamp>), which tests the four language skills for French and Spanish, and reading, writing and speaking for Italian. The cost will be covered by the department of the student's primary language for a sample of students who volunteer to take the test. However, should the numbers grow too large, we will consider making this a graduation requirement paid for by the student. (SPPO is moving towards an assessment system in Spanish that will likely use another instrument. Once that is in place, they will measure proficiency with the same instrument for Spanish and RL majors. The indirect measures include an exit survey for every graduating senior and the evaluation of grades in students' secondary and tertiary languages. The ASC advisers will alert the departmental advisors of the students who are applying for graduation. The department of each students' primary language will oversee the direct measures and the director of the major will oversee the indirect measures for all graduating seniors.

3. **Changes to the major.**

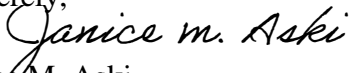
- The major focus tracks in the primary languages have been removed from French, Italian, Spanish and Portuguese to increase flexibility and facilitate advising.

- The declared total number of credits listed for the major has been recalculated and it has been pointed out how the total credit hours presented are misleading.
- I have removed the requirement of courses that have to be taken on the OSU campus. It has been pointed out to me that if students transfer credits from approved institutions, the credit is expected to be equivalent to OSU credit.

I have attached the following documents to this proposal:

- the emails from each participating department accepting the proposed changes to the major;
- the major forms for each primary language;
- the new Assessment Plan;
- the revisions to the ASC description of the major.

Sincerely,

  
Janice M. Aski

## **Romance Studies Major**

The Romance Studies major begins with the elementary language sequence: 1101, 1102, 1103. In most cases, students will be able to finish the language sequence in less than three semesters due to previous experience in the language and through additional courses and placement options at the 1100-level:

**French:** Individualized Instruction, Placement Exam for students with previous experience in another Romance Language, Combined Courses, Departmental placement testing (EM).

**Spanish:** Placement Exam for students with previous experience in another Romance Language, Combined Courses, Departmental placement testing (EM).

**Latin:** Intensive Language course that allows students to complete 1101-1102-1103 in one semester, Summer workshop for completion of sequence and additional credits.

**Italian:** Placement Exam for students with previous experience in another Romance Language, Intensive Language course that allows students to complete 1101-1102-1103 in one semester.

**Portuguese:** Individualized Instruction, Departmental placement testing (EM), two semester intensive elementary language sequence for students with a background in Spanish or another Romance language.

**Romanian:** Departmental placement testing (EM).

### **Beyond the 1100-level elementary language sequence:**

French, Spanish and Italian: Students complete a 2000-level “bridge” reading skills course as prerequisite to the intermediate and advanced levels. The 2000-level in these languages does not count toward the primary or secondary field. As with the Spanish major, students who select Spanish as their primary language will have to take a senior seminar, see ‘Tracks available and requirements’ below).

### **Upon entering the Major program:**

Once students have selected this major, they will be assigned an advisor in their primary language and their major will be administered by the department of the student’s primary language.

A brief summary of the requirements for the Romance Studies major:

- Total 41-48 hours. This does not count the prerequisites for the primary and secondary language. However, note that the 1000-level language course prerequisite hours for the primary or secondary language count for the Open Option GE. In addition, many students test out of any number of elementary-level language courses.

- Choose one primary field, one secondary field, one tertiary field. (Romanian can only count as a tertiary field.)
- One required course taught in English taken in the Junior or senior year: Classics/Italian/Romance Linguistics 5051.
- Nine credits of study abroad are required for all primary fields except Latin. Students who select Latin as their primary language are required to study abroad to satisfy their secondary language. If a language program only has six-credit SA options, students may take the remaining three credits on the OSU campus.
- Students who take service learning credits in one of their languages for the GE may also count these credits in the major.

**Requirements for the Primary Field** (8 courses, 24 credits: 15 credits at OSU, 9 credits abroad):

- Five courses (15 credits) beyond the 2000-level. (Latin: 7 courses at or beyond the 2000-level). For a detailed description of the course requirements for each language, see below.
- Three courses (9 credits) of study abroad in the primary field to be taken after the 2000-level has been completed at OSU. With this type of language preparation before departure it is expected that students will take content courses in the foreign country. (Student who select Latin as their primary language do not study abroad in the primary field but rather in the secondary field. See below.)

**Requirements for the Secondary Field** (9 credits)

3 courses beyond the 2000-level (Latin: Students study abroad to satisfy their secondary field requirement. As indicated above for the primary language, these are content courses, not language courses.)

**Requirements for the Tertiary Field\*** (5-12 credits)

Basic language proficiency (depends on the options offered and the level into which a student tests: maximum number of credits: 12; minimum number of credits: 5)

**All students are required to take Italian/Classics/Romance Linguistics 5051: Latin and the Romance Languages.** The goal of this course is to give students the opportunity to bring the work that they are doing in the courses taught in the target language together and examine how the Romance languages are related and how they differ. Note this course does not require background knowledge in linguistics.

**NOTE:** Although this is not likely to occur frequently, students may also opt to do a second study abroad experience in their secondary or tertiary field. It is recommended

that students who study abroad for credit for their secondary (or tertiary) field do so at the 1000-level.

### **Specific Language requirements for the Primary language**

Note that courses beyond the 5000 level are included here because once students study abroad their language skills are such that they are able to take these courses.

#### Latin

**Literature/Culture Courses:** All courses at the 2000- and 5000-level  
7 courses at or beyond the 2000 level.

#### Portuguese

Required: 3450; Choose 7 from: 3402, 3403, 4611, 4510, 4560, 4561, 4595, 4597.01, 4597.02, 5510, 5520, 5530, 5650, 6750 or 3401, 6730.

Three 3000-level courses (as described above); Five additional courses above the 3000-level; not more than one course taught in English may count. (The equivalents of three of these courses are taken abroad.)

#### Spanish

All Spanish courses at the 3000-, 4000- and 5000-level count toward the major. Students take three courses at the 3000-level, four courses at the 4000-level, one course at the 5000-level SENIOR SEMINAR or higher (this last course must be taken on campus); not more than one course taught in English WITHIN THE CONCENTRATION may count.

#### French

**Select from:** 3101, 3201, 3202, 3401, 3402 [francophone culture], 3403, 3701, 4101, 4103, 4102, 4401, 5201, 5202, 5203, 5204, 5205, 5206, 5207, 5401, 5402, 5403, 5701, 7101, 7102, and linguistics courses above the 4000-level.

Those who choose French as their primary language are not obligated to choose a track. Students must take two courses at or above the 3000-level and three courses at or above the 4000-level taught in French. (Students may always opt to take courses at a higher level to satisfy these requirements. For example, if instead of two 3000-level courses a student who selects French as their primary language may opt to take one 3000-level course and four courses at a higher level.) A total of 9 credits beyond the 2000-level are taken abroad and selected in consultation with the adviser. If a student selects a program that only offers six credits, the remaining three credits may be taken on campus.

#### Italian

All Italian courses taught in Italian at the 3000-, 4000- and 5000-level and graduate literature and culture courses above the 5000-level taught in Italian with permission of the instructor and the graduate school count toward the major.

Those who choose Italian as their primary language are not obligated to choose a track. Students must take two courses at or above the 3000 level, two courses at or above the 4000 level, one course above the 5000 level taught in Italian. (Students may always opt to take courses at a higher level to satisfy a particular requirement. For example, if instead of two 3000-level courses a student who selects Italian as their primary language may opt to take one 3000-level course and three 4000-level courses.) The remaining three courses (9 credits) are taken abroad and selected in consultation with the advisor.

**Note:** courses beyond the 5000 level are included here because once students study abroad their language skills are such that they are able to take these courses.

### **Advising**

Upon enrolling in the Romance Studies major, students will be assigned an ASC advisor as well as an advisor in the department of their primary language. This advisor will be responsible for answering curricular questions and approving course changes.

The ASC advisors for the primary languages are:

Andy Spencer – French, Italian, Spanish, Portuguese

Mary Katherine Ramsey - Latin

The faculty advisors for each primary language are:

Italian – Janice M. Aski

French – Jennifer Willging

Latin – Director of Undergraduate Studies

Spanish and Portuguese – Jonathan Borgoyne

College of Arts and Sciences

Department of French & Italian: Romance Studies Major – Primary Field French

Name (last, first, middle): \_\_\_\_\_ e-mail: \_\_\_\_\_ Major: Rom. St.

Degree Sought: BA Expected Date of Graduation: \_\_\_\_\_

Local Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Have you filed a degree application in the College Office? Yes  No

If completing two majors, list both below and file a separate form for each:

1. Romance St. 2. \_\_\_\_\_

Prerequisites (15 credits):

French 1101 \_\_\_\_\_ French 1102 \_\_\_\_\_ French 1103 \_\_\_\_\_ French 2101 \_\_\_\_\_

	Semester taken	Hours	Grade
<b>Primary Field: Five courses at OSU at or above the 3000 level</b>			
<b>Choose two of the following 3000+(6 credits):</b>			
Choose a class	_____	_____	_____
Choose a class	_____	_____	_____
<b>Choose two of the following 4000+ (6 credits):</b>			
Choose a class	_____	_____	_____
Choose a class	_____	_____	_____
<b>Choose one of the following 5000+ (3 credits):</b>			
Choose a class	_____	_____	_____
<b>Total Hours</b>		_____	

Study Abroad: Three Courses

Location of Study Abroad program \_\_\_\_\_

Content Courses taken abroad at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

Secondary Field

Prerequisites

\_\_\_\_\_

Three Courses at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

Tertiary Field

College of Arts and Sciences

Basic Language Proficiency (minimum 5 – maximum 12 credits)

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Or: Choose One

\_\_\_\_\_

\_\_\_\_\_

Required Class

Latin and the Romance Languages 5051

\_\_\_\_\_

Check whether this is:

Original

Revision

Total Hours:

\_\_\_\_\_

Name of College Adviser:

Andy Spencer

Phone:

292 8485

Signature of College Adviser:

\_\_\_\_\_

Date:

\_\_\_\_\_

One copy each: Faculty Adviser, Student, College Office – 355 Hagerty Hall



College of Arts and Sciences

Department of French & Italian: Romance Studies Major – Primary Field Italian

Name (last, first, middle): \_\_\_\_\_ e-mail: \_\_\_\_\_ Major: Rom. St.

Degree Sought: BA Expected Date of Graduation: \_\_\_\_\_

Local Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Have you filed a degree application in the College Office? Yes  No

If completing two majors, list both below and file a separate form for each:

1. Romance St. 2. \_\_\_\_\_

Prerequisites (15 credits):

Italian 1101 \_\_\_\_\_ Italian 1102 \_\_\_\_\_ Italian 1103 \_\_\_\_\_ Italian 2102 \_\_\_\_\_

	Semester taken	Hours	Grade
<b>Primary Field: Five courses at OSU at or above the 3000 level</b>			
<b>Choose two of the following 3000+(6 credits):</b>			
<b>Choose a Course</b>	_____	_____	_____
<b>Choose a Course</b>	_____	_____	_____
<b>Choose two of the following 4000+ (6 credits):</b>			
<b>Choose a Course</b>	_____	_____	_____
<b>Choose a Course</b>	_____	_____	_____
<b>Choose one of the following 5000+ (3 credits):</b>			
<b>Choose a Course</b>	_____	_____	_____
<b>Total Hours</b>		_____	

Study Abroad: Three Courses

Location of Study Abroad program \_\_\_\_\_

Content Courses taken abroad at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

Secondary Field

Prerequisites

\_\_\_\_\_

Three Courses at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

College of Arts and Sciences

Tertiary Field

Basic Language Proficiency (minimum 5 – maximum 12 credits)

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Or: Choose One

\_\_\_\_\_

\_\_\_\_\_

Required Class

Latin and the Romance Languages 5051

\_\_\_\_\_

Check whether this is:

Original

Revision

Total Hours:

\_\_\_\_\_

Name of College Adviser:

Andy Spencer

Phone:

292 8485

Signature of College Adviser:

\_\_\_\_\_

Date:

\_\_\_\_\_

One copy each: Faculty Adviser, Student, College Office – 355 Hagerty Hall

College of Arts and Sciences

Department of French & Italian: Romance Studies Major – Primary Field Spanish

Name (last, first, middle): \_\_\_\_\_ e-mail: \_\_\_\_\_ Major: Rom. St.

Degree Sought: BA Expected Date of Graduation: \_\_\_\_\_

Local Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Have you filed a degree application in the College Office? Yes  No

If completing two majors, list both below and file a separate form for each:

1. Romance St. 2. \_\_\_\_\_

Prerequisites (15 credits):

Spanish 1101 \_\_\_\_\_ Spanish 1102 \_\_\_\_\_ Spanish 1103 \_\_\_\_\_ Spanish 2201/2202 \_\_\_\_\_

Semester taken Hours Grade

Primary Field: Eight courses at or above the 3000 level  
Only one class in English permitted. Three classes taken abroad (SA).  
Location of Study Abroad program:

Required Courses: Three Courses at the 3000-level

3401/3403/3404/3406/3413/3450 \_\_\_\_\_

3401/3403/3404/3406/3413/3450 \_\_\_\_\_

3401/3403/3404/3406/3413/3450 \_\_\_\_\_

Four Courses at the 4000-level

Choose one \_\_\_\_\_

Choose one \_\_\_\_\_

Choose one \_\_\_\_\_

Choose one \_\_\_\_\_

One class at the 5000-level. MUST be taken at OSU

Choose one \_\_\_\_\_

Total Hours \_\_\_\_\_

Secondary Field

Choose a Secondary Field

Prerequisites

Choose an item \_\_\_\_\_ Choose an item \_\_\_\_\_ Choose an item \_\_\_\_\_ Choose an item \_\_\_\_\_

Three Courses at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

College of Arts and Sciences

**Tertiary Field**

Choose a Tertiary Field

Basic Language Proficiency (minimum 5 – maximum 12 credits)

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Or: Choose One

\_\_\_\_\_

Choose One

\_\_\_\_\_

**Required Class**

**Latin and the Romance Languages 5051**

\_\_\_\_\_

Check whether this is:

Original

Revision

Total Hours:

\_\_\_\_\_

Name of College Adviser:

Andy Spencer

Phone:

292 8485

Signature of College Adviser:

\_\_\_\_\_

Date:

\_\_\_\_\_

One copy each: Faculty Adviser, Student, College Office – 355 Hagerty Hall

College of Arts and Sciences

Department of French & Italian: Romance Studies Major – Primary Field Portuguese

Name (last, first, middle): \_\_\_\_\_ e-mail: \_\_\_\_\_ Major: Rom. St.

Degree Sought: BA Expected Date of Graduation: \_\_\_\_\_

Local Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Have you filed a degree application in the College Office? Yes  No

If completing two majors, list both below and file a separate form for each:

1. Romance St. 2. \_\_\_\_\_

Prerequisites (12 credits):

Portuguese 1101 \_\_\_\_\_ Portuguese 1102 \_\_\_\_\_ Portuguese 1103 \_\_\_\_\_ OR Portuguese 5501/5502 \_\_\_\_\_

Semester taken Hours Grade

Primary Field: Three 3000-level courses; five above 3000-level  
Only one class in English permitted.

Required: Portuguese 3450: Intro to Literatures and Cultures \_\_\_\_\_

Choose four of the following:

Choose a Course \_\_\_\_\_

Choose a Course \_\_\_\_\_

Choose a Course \_\_\_\_\_

Choose a Course \_\_\_\_\_

Total Hours \_\_\_\_\_

Study Abroad: Three Courses

Location of Study Abroad program \_\_\_\_\_

Content Courses taken abroad at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

Secondary Field

Choose a Secondary Field

Prerequisites

Choose an item \_\_\_\_\_ Choose an item \_\_\_\_\_ Choose an item \_\_\_\_\_ Choose an item \_\_\_\_\_

Three Courses at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

College of Arts and Sciences

**Tertiary Field**

Choose a Tertiary Field

Basic Language Proficiency (minimum 5 – maximum 12 credits)

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Or: Choose One

\_\_\_\_\_

Or: Choose One

**Required Class**

**Latin and the Romance Languages 5051**

\_\_\_\_\_

Check whether this is:

Original

Revision

Total Hours:

\_\_\_\_\_

Name of College Adviser:

Andy Spencer

Phone:

292 8485

Signature of College Adviser:

\_\_\_\_\_

Date:

\_\_\_\_\_

One copy each: Faculty Adviser, Student, College Office – 355 Hagerty Hall

College of Arts and Sciences

Department of French & Italian: Romance Studies Major – Primary Field Latin

Name (last, first, middle): \_\_\_\_\_ e-mail: \_\_\_\_\_ Major: Rom. St.

Degree Sought: BA Expected Date of Graduation: \_\_\_\_\_

Local Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Have you filed a degree application in the College Office? Yes  No

If completing two majors, list both below and file a separate form for each:

1. Romance St. 2. \_\_\_\_\_

Prerequisites (13/6 credits):

Latin 1101 \_\_\_\_\_ Latin 1102 \_\_\_\_\_ Latin 1103 \_\_\_\_\_ Or Latin 1890 \_\_\_\_\_

	Semester taken	Hours	Grade
<b>Primary Field: Seven courses at OSU at or above the 2000 level</b>			
<b>Choose seven of the following (21 credits):</b>			
Choose one	_____	_____	_____
Choose one	_____	_____	_____
Choose one	_____	_____	_____
Choose one	_____	_____	_____
Choose one	_____	_____	_____
Choose one	_____	_____	_____
Choose one	_____	_____	_____
	<b>Total Hours</b>	_____	

Secondary Field

Prerequisites

\_\_\_\_\_

Secondary Field: Study Abroad – Three Courses

Location of Study Abroad program \_\_\_\_\_

Three Courses at the 3000-level or above	Semester	Hours	Grade
1.			
2.			
3.			
Total (must be at least nine hours)			

Tertiary Field

College of Arts and Sciences

Basic Language Proficiency (minimum 5 – maximum 12 credits)

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Choose one

\_\_\_\_\_

Or: Choose One

\_\_\_\_\_

\_\_\_\_\_

Required Class

Latin and the Romance Languages 5051

\_\_\_\_\_

Check whether this is:

Original

Revision

Total Hours:

\_\_\_\_\_

Name of College Adviser: Andy Spencer

Phone: 292 8485

Signature of College Adviser: \_\_\_\_\_

Date: \_\_\_\_\_

One copy each: Faculty Adviser, Student, College Office – 355 Hagerty Hall



## Romance Studies-BA

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### Plan Summary

We intend to measure graduating seniors' accomplishments in the areas of cross-cultural understanding, the four language skills (reading, writing, listening, speaking) and critical thinking/expression. We will implement two direct measures and two indirect measures. The two direct measures evaluate the primary language skills and include the evaluation of paper written in one of the most advanced-level courses of the primary language and the results of the STAMP web-based proficiency test (<http://www.avantassessment.com/stamp>), which tests the four language skills for French and Spanish, and reading, writing and speaking for Italian. The cost will be covered by the department of the student's primary language for a sample of students who volunteer to take the test. However, should the numbers grow too large, we will consider making this a graduation requirement paid for by the student. The indirect measures include an exit survey for every graduating senior and the evaluation of grades in students' secondary and tertiary languages. The ASCC advisers will alert the departmental advisors of the students who are applying for graduation. The department of each students' primary language will oversee the direct measures and the director of the major will oversee the indirect measures for all graduating seniors.

### Means/Methods of Assessment

#### **Direct measures**

Evaluation of a paper written in an advanced level course in the primary language:  
A random selection of students will submit one paper from one of their 4000-level or above courses in their primary language. The paper will be assessed by the adviser from the department of the primary language according to a rubric that measures on a scale from 1-5:

- 1) level of language use based on the ACTFL writing standards for Advanced-low achievement.\*
- 2) critical thinking and argument analysis
- 3) cross-cultural understanding.

Students are expected to achieve 4 or above on each measure.

\*Students with Latin as their primary language will only be assessed on categories 2 and 3.

*Intermediate high:* Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

*Advanced low:* Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

[http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

Stamp Proficiency Test\*: A random sample of graduating students (approx. 5) will take the STAMP test in their primary language (paid for by the department of the primary language). We strive for ACTFL Advanced-Low, but it is more likely that students will reach Intermediate-High.

\*Students with Latin as their primary language will not take the STAMP test. Rather, their grades will be evaluated. The expectation is an average of A-/B+ in all Latin courses.

*Intermediate High* Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of

basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

*Advanced Low Speakers* at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest. Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven. Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution. Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

[http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

### **Indirect measures**

Exit survey: When students come to the director of the Romance Studies major to sign off on their major form, they will be asked to complete a survey that solicits their opinions regarding every aspect of the major and their achievements. The director of the major will collect and summarize the data. Minimum average responses sought on the survey: 4 / 5 on Likert scale for exit surveys (response of 5 = I strongly agree; 1 = I strongly disagree).

Grade evaluation: A selection of graduating students' grades in their secondary and tertiary languages will be evaluated. In their secondary language, students will be expected to achieve an average grade of A-/B+ in all courses above the 2000-level. In their tertiary language, Students will be expected to achieve an average grade of A-/B+ in the 1101-1103 sequence (or the equivalent). The director of the major will summarize the data.

**Goal 1: Cross-cultural understanding: Students will develop cross-cultural understanding through a focused program of study in language/linguistics or literature/culture in one field designated as the primary field.**

<b>Methods: Means/Methods</b>	Direct: Review of advanced-level paper Indirect: Exit survey
<b>Criteria</b>	The paper will be assessed by the department of the primary language according to a rubric that measures on a scale from 1-5: 1) level of language use based on the ACTFL writing standards for Advanced-low achievement. 2) critical thinking and argument analysis 3) cross-cultural understanding. Students are expected to achieve 4 or above on each measure. Minimum average responses sought on the exit survey: 4 / 5 on Likert scale for exit surveys (response of 5 = I strongly agree; 1 = I strongly disagree).
<b>Planned Use</b>	Each year a report will be written on the outcomes for each goal and circulated among the representative faculty of the participating departments (Classics, Spanish and Portuguese, French and Italian). Faculty will be asked to offer input for changes and revisions to the program. If significant changes are suggested, the faculty will meet for discussion to develop a plan.
<b>Implementation Schedule</b>	Since this is a new major, all methods will begin with the first graduating seniors (2016-2017)
<b>Evidence</b>	
<b>Met Minimum Criteria?</b>	

<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	
<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	

**Goal 2: Oral language proficiency. Students develop intermediate-high/advanced low skills in their primary language, low intermediate skills in their secondary language, and basic skills in a third language according to the ACTFL guidelines.**

<b>Methods: Means/Methods</b>	Direct measure: Stamp test Indirect measure: Exit survey
<b>Criteria</b>	Students should achieve a level of intermediate high/advanced low according to the ACTFL scale. Minimum average responses sought on the survey: 4 / 5 on Likert scale for exit surveys (response of 5 = I strongly agree; 1 = I strongly disagree).
<b>Planned Use</b>	Each year a report will be written on the outcomes for each goal and circulated among the representative faculty of the participating departments (Classics, Spanish and Portuguese, French and Italian). Faculty will be asked to offer input for changes and revisions to the program. If significant changes are suggested, the faculty will meet for discussion to develop a plan.
<b>Implementation Schedule</b>	Since this is a new major, all methods will begin with the first graduating seniors (2016-2017).
<b>Evidence</b>	
<b>Met Minimum Criteria?</b>	
<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	
<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	

**Goal 3: Writing and critical expression: Successful students will be able to use contextual knowledge gained from exposure to the major historical, socio-cultural, and literary periods of the cultural history of their primary language to write on a number of topics pertaining to the foreign culture and their own.**

<b>Methods: Means/Methods</b>	Direct: Portfolio evaluation, focus group, exit survey, syllabus review
<b>Criteria</b>	The paper will be assessed by the department of the primary language according to a rubric that measures on a scale from 1-5: 1) level of language use based on the ACTFL writing standards for

	<p>Advanced-low achievement.</p> <p>2) critical thinking and argument analysis</p> <p>3) cross-cultural understanding.</p> <p>Students are expected to achieve 4 or above on each measure.</p> <p>Minimum average responses sought on the exit survey: 4 / 5 on Likert scale for exit surveys (response of 5 = I strongly agree; 1 = I strongly disagree).</p>
<b>Planned Use</b>	<p>Each year a report will be written on the outcomes for each goal and circulated among the representative faculty of the participating departments (Classics, Spanish and Portuguese, French and Italian). Faculty will be asked to offer input for changes and revisions to the program. If significant changes are suggested, the faculty will meet for discussion to develop a plan.</p>
<b>Implementation Schedule</b>	<p>Since this is a new major, all methods will begin with the first graduating seniors (2016-2017)</p>
<b>Evidence</b>	
<b>Met Minimum Criteria?</b>	
<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	
<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	

## EXIT SURVEY FOR GRADUATING MAJORS IN ROMANCE STUDIES

Please complete this survey anonymously and return it to 200 Hagerty Hall in an envelope labeled *Exit Survey* and addressed to Prof. Janice M. Aski. The information in this questionnaire will help improve the program. We appreciate your feedback!

Today's date: \_\_\_\_\_

My primary language is \_\_\_ Latin \_\_\_ Spanish \_\_\_ Portuguese \_\_\_ French \_\_\_ Italian

My track in the primary language is \_\_\_ Literature/Culture \_\_\_ Language/Linguistics

My secondary language is \_\_\_ Latin \_\_\_ Spanish \_\_\_ Portuguese \_\_\_ French \_\_\_ Italian

My tertiary language is \_\_\_ Latin \_\_\_ Spanish \_\_\_ Portuguese \_\_\_ French \_\_\_ Italian \_\_\_ Romanian

I expect to graduate in \_\_\_ Autumn \_\_\_ Spring \_\_\_ Summer 20\_\_\_\_.

My GPA is \_\_\_\_\_.

**I. Please indicate whether you agree or disagree with the following statements by writing the appropriate number next to each question. If you select neutral (3) or below, we would greatly appreciate more specific comments.**

**5 = strongly agree    4 = agree    3 = neutral    2 = disagree    1 = strongly disagree**

### **Program**

\_\_\_\_\_ 1. I was satisfied with the advising I received.

Comments:

\_\_\_\_\_ 2. I was satisfied with the types and variety of courses that were part of my undergraduate major.

Comments:

\_\_\_\_\_ 3. I was satisfied with the quality of instruction in my courses.

Comments:

\_\_\_\_\_4. I was satisfied with the quality of that study abroad program.

Comments:

\_\_\_\_\_6. My foreign language skills significantly improved as a result of the study abroad program.

Comments:

### **Language ability**

#### **Speaking (Skip if your primary language is Latin.)**

\_\_\_\_\_1. I am able to communicate my thoughts and ideas in informal conversations with relative ease in my primary language.

Comments:

\_\_\_\_\_2. I am able to communicate my thoughts and ideas in formal conversations with relative ease in my primary language.

Comments:

\_\_\_\_\_3. I am able to make a 15-20 minute presentation and guide the discussion on a prepared topic in my primary language.

Comments:

Please comment on your speaking abilities in your secondary language using the criteria above.



**Listening (Skip if your primary language is Latin.)**

\_\_\_\_\_1. I can grasp the main ideas from formal lectures and presentations in the standard version of my primary language.

Comments:

\_\_\_\_\_2. I can grasp the main ideas from films, TV programs, radio programs, and songs in the standard version of my primary language.

Comments:

\_\_\_\_\_3. I can understand with relative ease some native speakers who use the standard version of my primary language.

Comments:

Please comment on your listening abilities in your secondary language using the criteria above.

**Reading**

\_\_\_\_\_1. I am able to read an entire book in my primary language.

Comments:

\_\_\_\_\_2. I am comfortable enough with the grammar, vocabulary, and idioms of my primary language to be able to read at a good pace.

Comments:

\_\_\_\_\_3. I am able to understand and analyze relatively complex ideas presented in various genres in my primary language (prose, essays, newspapers, advertisements, etc.).

Comments:

Please comment on your reading abilities in your secondary language using the criteria above.

**Writing (Skip if your primary language is Latin.)**

\_\_\_\_\_1. In my term papers and essays, I am comfortable switching back and forth between different time frames (past, present, future) in my primary language.

Comments:

\_\_\_\_\_2. In my term papers and essays in my primary language, I am comfortable expressing myself with fairly complex grammatical forms and structures.

Comments:

\_\_\_\_\_3. In my term papers and essays in my primary language, I am comfortable using idiomatic expressions and fairly sophisticated vocabulary in the foreign language.

Comments:

Please comment on your writing abilities in your secondary language using the criteria above.

## **Cultural Awareness**

\_\_\_\_\_ 1. I have gained a broad general knowledge of the various historical and modern cultures where my primary and secondary languages are (or were) spoken.

Comments:

\_\_\_\_\_ 2. When I see a film or TV program, listen to the radio, or read a book or article in my primary or secondary language, I am able to understand many of the background cultural references.

Comments:

\_\_\_\_\_ 3. I feel that my major at Ohio State has given me a sense of global awareness and the ability to live and interact in multilingual communities.

Comments:

\_\_\_\_\_ 4. I am able to use the cultural knowledge gained in my major when I write about and discuss both foreign cultures and my own.

Comments:

## **Critical Thinking**

\_\_\_\_\_ 1. I feel that my major at OSU has enabled me to participate in fairly elaborate discussions of ideas in my native or in my primary language.

Comments:

\_\_\_\_\_2. I am able to explain and defend my position in my primary language.

Comments:

\_\_\_\_\_3. When examining a text, image, or oral discourse in my primary language, I am able to identify the key themes, problems, and techniques, and to discuss or write about them.

Comments:

\_\_\_\_\_4. I am able to draw on various sources to support my arguments, citing and analyzing them to prove my points in my primary language.

Comments:

\_\_\_\_\_5. I can perceive and accept multiple interpretations of a complex image, text, or oral discourse in my primary language.

Comments:

Please comment on your writing abilities in your secondary language using the criteria above.

**II. Any additional comments? What did you like about your major? What would you change?**

**Benjamin ACOSTA-HUGHES** <bacosta2008@gmail.com>

To

Janice Aski

Apr 2 at 12:57 PM

Hello Janice,

Apologies for only responding now, I'm still recovering from surgery. Yes you have approval from Classics - do you need this in a more formal form?

my best,

Ben Acosta

--

Benjamin Acosta-Hughes  
Professor and Chair  
Department of Classics  
The Ohio State University  
614/292-6693  
414 University Hall  
230 N Oval Mall  
Columbus, OH 43210

**Martinez, Glenn A.** <martinez.474@osu.edu>

To

Janice Aski

Apr 1 at 4:04 PM

Hi Janice,

SPPO is fine with the proposed changes. We will support the cost of the STAMP for RL majors in the short term; however, we are moving towards an assessment system in Spanish that will likely use another instrument. Once that is in place, we will measure proficiency with the same instrument for Spanish and RL majors.

Best,  
Glenn

**Willging, Jennifer** <willging.1@osu.edu>

To

Janice Aski

Mar 21 at 12:51 PM

Dear Janice,

I have read the revisions to the Romance Studies Major and agree with the modifications proposed.  
Thanks,

--

Jennifer Willging, Associate Professor and Chair  
The Ohio State University  
Dept. of French and Italian  
1775 College Rd. - 200 Hagerty  
Columbus, OH 43210  
ph: 614-292-4938  
e-mail: [willging.1@osu.edu](mailto:willging.1@osu.edu)  
SP 16 office hours: T 3:30-5, Th 2:15-3:30, and by appt.