

**Proposal for a New/Revised  
Major, Minor, Emphasis, Certificate**

**INSTRUCTIONS:**

- Prepare your proposal according to the following outline. (Hand written forms will not be accepted.)
  - Attach the new/current catalog copy with all affected changes clearly noted. List all courses and requirements, indicate new courses, deleted courses and/or course changes.  
Note: *A form must be submitted for each change.*
  - Submit the signed proposal to the Office of Academic Affairs. All forms must be completed in full with appropriate signatures to be added to the agenda. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.
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I. Identification of Department(s)/Program(s): ILC

II. Is this a New or Revised Proposal?  New  Revised

Type of proposal:  Major  Minor  Emphasis  Certificate

Title of Proposal: BA in GRMN advanced  
in addition to traditional language major

III. Rationale for the proposal:

a. What research/evidence supports the need for the proposal?

**Graduate programs and potential employees need to distinguish between students who have completed the required coursework for a major and those who are capable of using the target language professionally. The specialized track would help identify students who are best qualified to use their target language in a professional setting w/o further training.**

b. How will it support departmental philosophy/mission and existing curriculum? How will it support the philosophy/mission and existing curriculum of your School/College and the University? **Our mission includes preparation of global citizens for the 21<sup>st</sup> century. Fluency in a language and culture prepares students for graduate schools, research, and international careers, and an honors degree acknowledges efforts students have made beyond the basic requirements.**

c. List the learning objectives/outcomes:

**Upon completion of the program, students should:**

- Be familiar with and have an appreciation for the complexities of a culture (or other cultures) different from their own.
- Be familiar with multiple cultural perspectives based on original texts and cultural materials.
- Be able to critically reflect on their own culture and its place in the world.
- Be able to question cultural stereotypes.
- Be able to communicate successfully and sensitively (according to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.
- Be able to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.

- Be prepared for competitive graduate studies and/or jobs where they will need to have demonstrated a greater degree of control of the target language.
  - d. How will these outcomes be assessed?  
In our overview exam, specialized students will be held to a higher standard than the non-honors majors and be expected to excel in all three criteria: oral language proficiency at advanced mid on the ACTFL scale, professional presentation, and cultural understanding and sensitivity. Non honors majors are expected to excel in at least 2 of the three areas.
  - e. Why is this being proposed?  
The results of our overview exam for majors have revealed a significant difference in the oral proficiency of majors who were able to spend a semester or more abroad and those who fulfilled the international requirement by spending the minimum of 7 or 8 weeks abroad. Many majors also develop their grammatical and cultural understanding by taking more than the required number of advanced level courses. Although we are unwilling to raise the bar for all of our majors (recognizing the many personal and financial obstacles that prevent students from studying abroad for an entire semester or from taking additional courses), we would like to acknowledge the superior results attained by some of our majors. For those who wish to pursue graduate studies in the target language or who hope to use the language on a regular basis in their career, the additional rigor of the honor major would be beneficial. To better meet the needs of our diverse group of majors, we would like to be able to propose both a regular and an honors track towards a major in language.
  - f. Will this proposal have an impact on other Webster departments, schools/colleges or campuses (including overseas)?  Yes X  No. If yes, please provide a brief explanation.
  - g. What Campus(es) will offer this?
  - h. Does this proposal require a new course?  Yes X  No. If yes, what course(s)?
  - i. Does this proposal require a new prefix?  Yes X  No. If yes, what prefix? \_\_\_\_\_

*Note: A New Course Proposal Form and/or Course Change Form must be submitted with this proposal for any course(s) affected by this change (including those that are converting to the new prefix.)*

#### IV. Staffing Information:

- a. What additions or changes in staffing are necessary for this proposal?  
none
- b. How will this be coordinated?  
The section head of French
- c. Who will coordinate this program? (name, title and department)  
Paula Hanssen, Asst. Professor, Chair, ILC



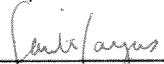
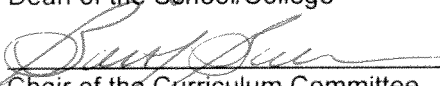
#### V. Feasibility information:

- a. What are the resources necessary for this proposal? (space, equipment, etc)  
Classrooms and equipment are already available.

- b. What are the projections for enrollment and growth for this upon implementation?  
**We expect to increase our enrollment with this opportunity.**

**VI. Endorsements & Approvals:**

Please have the Chair of the Department/Committee, Dean of each School/College and other programs that may be affected by this proposal, review prior to submission to the Office of Academic Affairs.

 _____	<u>3-9-2010</u> _____
Petitioner	Date
 _____	<u>3-9-2010</u> _____
Chair of the Department/Committee	Date
 _____	<u>3/15/10</u> _____
Dean of the School/College	Date
 _____	<u>4-6-10</u> _____
Chair of the Curriculum Committee	Date

**Distribution:**

Academic Affairs  
 Registrar

Dean, School/College  
 Chair, Department

Chair, Committee  
 Academic Advising (UG)

## Webster Catalog copy for language degrees:

BA in German Advanced

- [Requirements for Admission to the Department](#)
- [Learning Outcomes](#)
- [Degree Requirements](#)
- [Special Requirements/Opportunities for Study](#)
- [Course Descriptions](#)

All language majors must petition the International Languages and Cultures Department for formal acceptance into their desired major. This petition should be in letter form and submitted after completion of the first 3000-level German class at Webster.

### Requirements for Admission to the Department

1. Successful completion of at least one course in advanced grammar and one course in literature, both in the language of the major. If transfer students have taken these courses at another university, they must complete at least one upper-division course in the language of their major at Webster University before requesting admission. The cumulative grade average in all upper-division courses in the language of the major must be B or better.
2. Students should demonstrate advanced mid level proficiency in reading, writing, listening, and speaking according to ACTFL guidelines.

Students will be notified in writing of their acceptance. This decision is made in consultation with the students' advisor(s) and the other full-time members of the department.

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### Learning Outcomes

Upon completion of the program, students should:

- Be familiar with and an appreciation for the complexities of a culture (or other cultures) different from their own.
- Be familiar with multiple cultural perspectives based on original texts and cultural materials.
- Be able to critically reflect on their own culture and its place in the world.
- Be able to question cultural stereotypes.
- Be able to communicate successfully and sensitively (according to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.
- Be able to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.
- **Be prepared for graduate studies and/or jobs where they will need to have demonstrated a greater degree of control of the target language.**
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### Degree Requirements

- **45 required credit hours**
  - **27 general education credit hours**
  - **56 elective credit hours**
1. Students must complete a minimum of 45 credit hours in the language of their major: French, German, German Studies or Spanish.
  2. A minimum of 27 of the 45 required credit hours in the specific foreign language must be at the 3000 level or above.
  3. **A minimum of 12 credit hours must be successfully completed at Webster at the 3000 level or above. These 12 credit hours must include a 3090, 3100 or 4090 course, an introduction to literature course or a culture course, and two 4000-level seminar. These courses may not be taken pass/fail.**
  4. The department requires at least one semester abroad in a country where the target

language is spoken or an alternative cultural/linguistic experience approved by the department.

5. A cumulative grade average of B or better in courses taken in the language of the major.
  6. A portfolio review and demonstration of oral proficiency (advanced mid level on ACTFL scale) in a departmental overview (ILC 4700). **In the overview, students will be expected to excel in 3 areas: they will have oral language proficiency at advanced mid on the ACTFL scale, give a professional presentation on the topic they have chosen with their mentor, and demonstrate cultural understanding and sensitivity.**
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#### Special Requirements

Courses completed with a grade lower than C do not count toward fulfilling the specific course requirements of the major. Courses at the 3000 level may [~~only~~] **not** be taken pass/fail **without** permission of the chair of the department.

Teacher certification courses (e.g., ILC 4060) may not be used to satisfy upper-level coursework in the appropriate language.

Students whose primary language is not English must take English as a Second Language (ESLG) courses until they pass their English Language Proficiency requirements.

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#### Opportunities for Study

In keeping with the mission of Webster University as a whole, the Department of International Languages and Cultures encourages creativity and critical thinking while preparing students to be competitive in today's global marketplace. Personalized instruction from faculty trained in different areas of international languages and cultures increases students' awareness of their own values and paradigms as well as those of others.

The department integrates technology with linguistic and cultural skills that will give students an edge in Webster-based internship and study abroad programs as well as post-graduation job opportunities. In language courses, communication in the target language is the primary goal with all four basic skills (reading, writing, speaking, and listening) practiced from the very first day. Although cultural lessons are also an integral part of the language courses, other interdisciplinary courses (in both the target language and in English) focus on specific themes in regional cultures. Literature courses introduce students to contemporary literary theories in the context of individual socio-historical and linguistic communities.

The International Languages and Cultures Department offers a full range of courses in English as a Second Language, French, German, and Spanish, and courses in Japanese for the minor. When there is sufficient interest, other languages are also offered, such as Arabic, Dutch, Chinese (Mandarin), Italian, Latin, Russian and Thai.

The department has the resource of teaching assistants from Argentina, France, and Germany or Austria, and Japan. There is an exchange of students as assistant instructors between Webster University and the Universidad Nacional de Cuyo in Mendoza, Argentina, and between Webster and the Université de Toulouse, France. Advanced students of Spanish and French have the opportunity to apply for these assistantships. There are summer business internship possibilities in Germany, Japan, and Mexico. Webster University offers a dual degree program with Kansai University in Japan. The department also provides unique study abroad programs in France and Argentina, Austria and France.

Specific scholarships are available for the study of French, German or Spanish. Consult with admissions for more information.

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<http://www.webster.edu/ugcatalog/index.shtml><http://www.webster.edu/ugcatalog/overview.shtml><http://www.webster.edu/ugcatalog/policies.shtml><http://www.webster.edu/ugcatalog/majors/index.shtml><http://www.webster.edu/ugcatalog/majors/index.shtml>

[bster.edu/ugcatalog/minors/index.shtml](http://www.webster.edu/ugcatalog/minors/index.shtml)<http://www.webster.edu/ugcatalog/certificates/index.shtml><http://www.webster.edu/ugcatalog/financial.shtml>

Department of International Languages and Cultures

Language Overview: Evaluation of Oral Presentation: Language: \_\_\_\_\_

Name: \_\_\_\_\_

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

Topic of presentation: \_\_\_\_\_

Length: \_\_\_\_\_

Communicative ability	1	2	3	4	5
Fluency	1	2	3	4	5
Use of time frames	1	2	3	4	5
Use of appropriate vocabulary	1	2	3	4	5
Content presentation	1	2	3	4	5
Comprehension of topic	1	2	3	4	5
Other comments					

Descriptors: Based on the ACTFL (See Dept. homepage for full description)

Exit communicative level for majors = Advanced Low

4+/5 Adv. High to Superior	Near native to native speaker control of intonation, stress patterns and fluency in most types of speech acts, including discussion of academic topics. Able to discuss academic topics of area of study with appropriate vocabulary and depth of interpretation.
4-/4 Adv. Mid	Demonstrates ease and confidence in academic language during presentation and in formal and informal discussion. Able to handle linguistic challenges presented by a complication or unexpected turn of events within the context of their knowledge area. Able to narrate and describe in all major time frames with good control of aspect. Vocabulary and syntax extensive enough to be able to elaborate and express greater depth in analysis of topic.
3- 3+ Adv. Low	Demonstrates sufficient comprehensibility in academic speech to convey the intended meaning, with occasional grammatical or lexical errors in colloquial phrases. There may be occasional nonnative pronunciation errors or "foreign" accent, but the speaker is completely intelligible. Language marked by somewhat irregular flow with self-correction and restatements. Able to narrate and describe in all major time frames, but control of aspect may be lacking at times Elaborates spontaneously with details, adds information, and is able to negotiate meaning through repetition and restatement. Able to answer questions with appropriate vocabulary and shows understanding of the topic. Able to elaborate on details.
3- Int. High	Demonstrates general comprehensibility in academic speech with a few noticeable errors in grammar and choice of vocabulary items. Show more fluency and confidence in everyday conversational topics. There are some nonnative pauses, with lack of circumlocution, but the pauses do not interfere with intelligibility. Pronunciation has some consistent phonemic errors and foreign stress and intonation patterns, but is intelligible. Vocabulary and grammar reduced. Shows understanding of the main issues of the topic, but not able to discuss details of argument in any depth.

Prior to submitting the above materials to the Department Chair, the candidate will have them approved by his/her advisor. All of this information will be distributed to the members of the overview committee.

Each candidate will be evaluated on his/her communication skills as well as on his/her cultural knowledge of the French, German, or Spanish-speaking worlds. In order to pass the overview s/he needs:

- 1) To attain a minimum of "Advanced Low" in speaking in the language of his/her major, according to the ACTFL Oral Proficiency Guidelines.
- 2) To demonstrate familiarity with and understanding of literary, historical or sociological aspects of the target culture (the student's reading list can be concentrated in one of these areas or can touch upon all three). This will be determined by the ability to answer factual questions accurately and to provide reasonable arguments and relevant examples for subjective statements.
- 3) To analyze the Study Abroad Experience by making cross-cultural comparisons that demonstrate understanding of perspectives from both the target country and the US.

Revised 5-10-05