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PREFACE - HISTORY

The Department of Foreign Languages and Literatures of the University of Tennessee at Chattanooga is committed to the liberal arts tradition the institution inherited when the University of Chattanooga, a small, private, liberal arts school, merged with the University of Tennessee System in 1969. At the time of that merger, there were two departments teaching languages. The Classics Department offered majors in Latin, Latin and Greek, and Classical Civilization. The Department of Modern Languages offered majors in French, German, and Spanish. Because of budget constraints and the relatively small size of the Classics Department, the two departments merged in 1972 to become the Department of Foreign Languages and Literatures.

During the 1970s, with the Tennessee Higher Education Commission placing emphasis on accountability and student credit hour production, the University responded by putting the Classical Civilization major under the Humanities program and eliminating the German major. The Department thus lost full-time tenure-track positions in German.

Since the merger of the two departments in 1972, we have lost two FTE tenure line positions. During the rest of the 1970s and 1980s, many departments at UTC began offering a Bachelor of Science degree with a one year foreign language requirement or no requirements, rather than a Bachelor of Arts degree, which had a two-year foreign language requirement. Currently, only programs in the College of Arts and Sciences have a language requirement—four semesters for B.A. programs and two semesters for some B.S. programs.

In the late 1980s, foreign language enrollments increased in both the modern and classical language programs. During the period of this self study, the student credit-hour production has increased from 2,321 in the Fall of 2004 to 3,617 in the Fall of 2009. Between
2008-2009, our Department had a 35% increase in student credit-hour production, the largest of any department in the College of Arts and Sciences (Source: Office of the Dean, College of Arts and Sciences). Although enrollments in French, German, and Latin also increased, the growth was primarily in Spanish where at least one additional faculty line is desperately needed.

The quality of the faculty has improved since the merger, with all tenured or tenure-track faculty now holding a doctoral degree. There are only three non-tenure-track lecturers in Spanish who hold a masters degree. Productivity in scholarship and publication by department faculty has substantially increased as well. However, the number of temporary and part-time faculty, particularly in Spanish, has increased because of the loss of full-time, tenure-track positions.

In the late 1990s the situation in Spanish worsened because of our proximity to the Georgia school system, which pays significantly higher wages to faculty. This situation has attracted most of the qualified Spanish instructors in the area who might otherwise be temporary and part-time instructors at UTC. The impact on teaching loads has been quite significant. In 1997, enrollment in our first-year classes increased to an average of 32 students. For pedagogical reasons, the cap had previously been 27 students per section. In addition, some full-time instructors have taught at least a one course overload each semester in order to provide the instruction needed, especially in Greek, Latin, and Spanish. Furthermore, the heavy demand has necessitated more summer school offerings, when a semester’s work must be condensed into slightly more than six weeks of daily instruction. The crowding of classes, overload teaching, and reliance on adjuncts has sometimes resulted in less than optimal student outcome results.

Students at UTC are more diverse than in the past, and this diversity is clearly apparent in foreign language study. The ACT scores of our entering freshmen have notably improved. We
have native speakers of Spanish who are pursuing a major in the language and, in some cases, preparing for a teaching career. Our students are a diverse group. The percent of African-American students, and students of Haitian and francophone African origin, is approximately 19%, reflecting that of the University (see Part III).

The demographics of our majors parallel those of the University. Many of them must work to support themselves and drop out for a year or two only to return and graduate a few years later. A more detailed analysis of our enrollment trends, assessment initiatives, enrichment opportunities for students, and curricular evaluation is found in the subsequent sections of this document.

Since our last self-study in 2004-2005, annual planning has been done on the basis of a document prepared by the Department Head and faculty in response to the report of the outside evaluators of that study (See Part VI). Most of the goals set forth in that document have been achieved.

A major change occurred in the 1990s when we combined all majors in the Department into a Bachelor of Arts in Foreign Languages with concentrations in French, Latin, Latin and Greek, and Spanish. In an effort to comply with a recommendation made by the external evaluators during our last self study, efforts have been made to have a major in foreign languages appear on the record of students completing the B.S. degree in Secondary Education with teaching fields in foreign languages. This is justified, since they complete coursework in the target language equivalent to that required for a B.A. in foreign languages. A formal proposal has now been presented to the appropriate committees.

The full-time faculty for the Department has changed somewhat since the last self -
study. Dr. Orlia Preble-Niemi, our former Department Head, Dr. Robert Stanley, professor of French and German, and Dr. Ron Bohrer, professor of Classics, have retired. Dr. Katherine Thompson, assistant professor of Spanish, did not continue employment UTC. Within the last five years, we have hired Dr. Lynn Purkey in Spanish, Dr. Joshua Davies in Classics and Dr. Richard Apgar in German. There are also three new non-tenure track lecturers in Spanish: Ms. Hilary Browder, Ms. Lucia Montas and Mr. Victor Segura. Dr. Preble-Niemi’s line has not been replaced, and although we have a German replacement for Dr. Stanley, we have lost a partial line in French. The supervision of the language laboratory, which was staffed by temporary or part-time instructors, has been filled by a non-tenure track lecturer in Spanish who also teaches.

The Department continues to change in response to the needs and demands of the students it serves. As a faculty we are committed to a quality liberal arts education and will strive to maintain the programs that characterize it as such.
PART I: PROGRAM OUTCOMES

MISSION STATEMENT

The Mission of the Department of Foreign Languages and Literatures is to teach the languages and cultures of a variety of peoples. In the Classical Languages, the faculty assists students in achieving sufficient mastery of reading, writing and translation skills so they can profitably approach texts that are fundamental to an in-depth understanding of the Greek and Roman cultures, the basis of what is known as Western Civilization. In the Modern Languages, our faculty assists students in achieving proficiency appropriate to their level of study in each of the basic skills of living in a language: speaking, writing, listening comprehension and reading proficiency. Through the study of a foreign language, the faculty endeavors to make students aware of the relationship between language and culture. The faculty also encourages students to engage in study abroad programs. This allows them to experience first-hand the language and culture they are studying.

In addition to being engaged in scholarly and professional development activities, faculty members in the Department of Foreign Languages and Literatures participate in the life of the institution through work in a variety of committees and task forces, as well as the community. They provide their professional skills in service projects, consultation for local schools, the courts, the criminal justice system, regional health providers, local and regional businesses, and other government and private entities.

Following our last self-study, the faculty formulated departmental goals for curriculum planning, assessment, and evaluation that best accomplish this mission (See Part VI). The goals for individual courses are incorporated in language-specific syllabi that state the course title, description and objectives, classroom protocol, the University Honor Code and the policies for attendance and class participation. Grading scales are included, with a schedule for all tests, mid-term and final exams as appropriate. Some syllabi include a week-by-week outline of assignments for the class, others list daily assignments on “UTC Online”. Instructors are expected to include their office hours, contact information, and contacts for the Counseling Center and the Office for Students with Disabilities. Multi-section courses are coordinated by a full-time faculty member. Syllabi for these sections are similar. This establishes articulation standards and consistency across our curriculum. (Appendix I – A )
Assessment Measures
1.1 – 1.2

The Department of Foreign Languages and Literatures has developed assessment and outcomes measures for both the modern and classical languages. Our assessment instruments include the following:

- placement tests in French, Spanish, German and Latin for students with previous exposure to the target language
- oral and written tests and quizzes
- assessment of daily classroom preparation and participation
- comprehensive final examinations
- compositions and essays/research papers in the target language
- oral proficiency assessment in the modern languages
- Simulated Oral Proficiency Interview tests (SOPI) developed by the Center for Applied Linguistics in Washington, D. C.
- **TellMeMore**, a software program (Auralog) that measures linguistic skills
- **I Can** surveys to students in elementary and intermediate courses
- National Survey of Student Engagement to identify “aspects of the undergraduate experience inside and outside the classroom” (**Source: NSSE web site**).

In French and Spanish, assessment tools measure five skills identified by the American Council on the Teaching of Foreign Languages (ACTFL), the so-called “five C’s”: **communication**, **cultures**, **connections**, **comparisons and communities**. These measure competencies in speaking, **listening**, **reading**, **writing**, and **culture**. The summaries below are for 2008 – 2009, the first year we tracked assessment and outcomes in **TaskStream**, a management system that collects strategic planning documentation from departments across the University. This refines and revises assessment plans instituted between 2004 – 2008 (**Appendix I – B**).
French - Spanish

The Greek program offers a four-course sequence for majors, minors, and those wishing to complete their language requirement. We often serve students preparing to enter seminaries or theological schools and taking Greek to prepare themselves for the intensive courses in Koine Greek that they will need. The sequence of courses begins at the 100-level (101 and 102 Beginning Greek) and advances to the 300-level (350 and 351). The latter courses are repeatable and include, respectively, prose texts (typically philosophy, history, and orations) and poetry (tragedy, comedy, lyric poetry, and Homer). At times, if students complete the
translation of the assigned text in Greek 350, they translate from the Greek New Testament. For all but a few exceptional students, completion of the grammar by the end of the second semester is impossible, so the first quarter to half of the third semester (Greek 350) is devoted to finishing the grammar.

Since Greek 350 is offered both to third-semester students and to advanced students (fifth-semester and beyond), it has often been necessary to split the class into two groups, one for intermediate-level students and one for those more advanced. This has resulted in unfunded teaching overloads, although the classes tend to be small. The two groups can then combine into one section of 351 in the spring semester, although performing at different levels.

At the advanced level students will, when possible, translate a complete work from a standard figure (e.g. the Agamemnon of Aeschylus) or, less commonly, from an anthology of selections from a single author or a number of authors.

The classics program has traditionally received strong support from the University’s administration, particularly from the Dean of our school, which has allowed us not only to continue the program successfully, but expand it somewhat in the past two years. Our top students are usually also some of the top students in the University, and we have seen a number go on to excellent graduate and professional schools and to positions in universities. We are proud of this accomplishment.

Latin

There is overlap in the skills and assessment measures for Greek and Latin. Neither language serves as the means of everyday communication for a particular culture but each
provides access to literary texts of the past and the linguistic foundations of modern European languages.

In addition to language courses, the Latin major requires classics courses with no language instruction but devoted to the intensive study of classical civilization through English translations. These courses also play a role in developing competencies.

The assessments and outcomes outlined below were developed between 2004-2007 by a faculty member who has since retired. They were continued by his replacement, Dr. Joshua Davies, for 2007-2008 as detailed in TaskStream. Some assessment tools are available for 2004 – 2007 but none of the outcomes.

Assessment - 2004-07

- **Latin 101**: 75% of students can decline nouns, recognize cases, translate them, conjugate the active indicative system of verbs and master noun-adjective agreement with 65% accuracy.

- **Latin 102**: Students can translate the passive system and all participles in both directions, use the ablative absolute, various tenses of conditional clauses, and decline all forms of 4th-5th declension nouns with a minimum accuracy rate of 65%.

- **Latin 201**: 75% can translate the subjunctive, gerund, gerundive, and supine in both directions, use translation techniques, read Latin selections and recognize Latin as the key to understanding social, political, and historical ideas.

- **Latin 202**: 75% of students can use translation techniques to understand difficult passages, Roman history through reading Latin, recognize Latin vocabulary based on reading selections and discuss the outline of Latin literature.

- **Latin 351**: 75% of students can translate Latin with ease using a dictionary, identify and parse all Latin word forms in a reading passage, explain grammatical usage, discuss the development of Latin literature from its beginnings through the Golden and Silver ages, and discuss the political and social history of Rome from the kingship through the Roman Republic and Empire.
Assessment 2008-09

A substantial change took place in 2008-2009 with respect to the materials and methods used for Latin instruction in the Department. Wheelock’s textbook was replaced by the Cambridge Latin Course, supplemented by Henle’s grammar and the Collins Gem Dictionary. Students began to use the language more actively and creatively—a development consistent with recent trends in Latin pedagogy nationally. Assessments and outcomes were thus developed again to correspond to this new curriculum.

Grammar

Latin 101
- 75% of students can identify all parts of the active indicative verbal system and nouns in declensions 1-3.
- They can produce these same forms from memory with an accuracy of at least 65%.

Latin 102
- 75% of students can identify all forms of the entire indicative verb system and all forms of noun/adjective declensions and the major pronouns with an accuracy of 75%.
- The accuracy rate is 65% for active recall of these same forms.
- 75% of students can comprehend indirect discourse and produce examples of this construction in writing assessed by exams.

Latin 201
- 75% of students can identify and translate with 75% accuracy all forms of the subjunctive verbal system, the syntactic constructions tied to it, and the ablative absolute.
- 75% of students should generate these forms and structures with at least 65% accuracy.

Latin 202
- 80% of students can identify all forms and structures learned the last three semesters at least 80% of the time and 80% should be able to recall these forms and structures from memory with at least 70% accuracy.

Vocabulary

In-class reading exercises are used at all levels for the following goals:
- 75% of students can translate 70% of the words without a dictionary.
• 75% of students can identify a certain percentage of the Latin derivates in a page of English prose.

• *Latin 101*: 20%  *Latin 102*: 40%  *Latin 201*: 50%  *Latin 202*: 60%.

**Writing**

While students do not write full-length essays in Latin, competence in written compositions strengthens their grasp of all linguistic elements and increases their reading ability.

• They can compose simple, properly formed, grammatically correct sentences with level-appropriate vocabulary.

*Latin 101-102 and 201-202*

• timed English to Latin translations with 75% performing at a “C” level or higher
• composition and performance of original skits or dialogue

*Latin 202*

• writing short Latin compositions in an ancient genre such as poetic epigram or tombstone dedication with 75% earning at least a letter grade of C

**Oral Comprehension and Communication**

Limited oral competency plays a role in the Latin curriculum even though English is the basic language of instruction and students are not expected to converse in Latin with any fluency. Actively using language to communicate strengthens the students’ knowledge of all linguistic elements and makes them faster and more confident readers.

• Students can understand the instructor speak Latin.
• Students can formulate simple answers to questions in Latin with increasing ability through *Latin 101- 202*.
• The instructor will discuss a subject in Latin and pose a question to each student.
• 70% of students should answer questions in simple but correct Latin.
Reading

The ability to read and understand Latin texts is the central linguistic competency of the major that more than any other opens the door to the Roman world and the European culture that grew from it. This is assessed as follows:

*Latin 101, 102 and 201*
- translation, with a dictionary, of an unfamiliar, level-appropriate passage with 75% achieving grade of C or better

*Latin 202*
- translation of an unmodified passage from a Roman author

*Latin 350, 351*
- translation of an unmodified but more difficult passage from one of the Roman authors

Culture and Civilization

Knowledge of Roman culture and civilization forms an important part of the expected outcomes for Latin majors. Cultural elements are introduced in the beginning and intermediate language classes. In 300-level Latin courses, the emphasis is on detailed knowledge of important authors, their literary style and modes of expression, the genres in which they write, and their literary or intellectual contributions to civilization. Assessment was as follows:

- cumulative group discussions of the author near the end of the semester
- a term paper with 75% success rate

*Classics 396: Classical Mythology and Classics 310: The Greco-Roman World* emphasize features of classical civilization as a whole, from the divinities of ancient religion to social realities and literary history. Assessment consists of:

- essay exams and term papers to assess student competency
- 75% of students will demonstrate an understanding of these concepts.
Program Evaluation

1.2
Summary of Program Outcomes

French

Speaking

For French, at the elementary and intermediate levels, students met our expectations in speaking as measured by Auralog pre- and post-tests and the SOPI test. As scores increased at the elementary levels, percentages in gain diminished, reflecting the increasing difficulty of the material. At the intermediate levels, lower performing students who spent more time using the program as a supplement made more substantial gains. Results below indicate that we should raise the outcome expectations for second-year French to the Intermediate Low level on the SOPI test.

- 93% met the goal of Novice High-Intermediate Low on SOPI after French 212.
- 100% scored at the Intermediate – Advanced level on SOPI after French 311-12.

Listening Comprehension

In listening assessment, our students met the goals we were able to measure. We were unable to track some aspects of aural comprehension, such as videos, television/radio broadcasts, or the ability to follow directions, since these were not tracked by a separate assessment tool but rather were incorporated into our courses.

Based on a small sample of dictations at the French 300 level:
- 71% of students performed at or above the expected level. In the intermediate courses, every exam includes aural comprehension and/or dictations but these were not scored separately. Listening assessment will be tracked more consistently in the future.

Reading

Outcomes for reading skills were met or exceeded at all levels, with the exception of one category—the appreciation of nuances in fictional and non-fictional works of literature:
- 72% of students demonstrated comprehension of nuances out of a target of 85% in 300 level literature courses.
Writing

Writing skills are introduced at the elementary level, but not consistently practiced until the advanced 300 and 400-level courses.

- 75% - 85% of students met the criteria for conveying personal information and opinions, composing research papers with documentation, and responding to complex written questions on a variety of subjects.

Cultural Competency

In the category of cultural competency, students exceeded expectations in their ability to articulate the relationship between language and culture. However, French 323, the advanced culture course, was not taught during this assessment cycle so we did not measure this competency specifically. All courses at all levels introduce and reinforce the importance of culture.

- 85% of students passed a 300-level course focusing on contemporary France with a grade of B or better.

Greek

Greek 101
- 75% of students will be able to recognize, conjugate, and parse correctly the present tense forms of finite 0-type verbs and of participles.
- 75% of students will be able to recognize, decline, and parse nouns and adjectives of the three declensions.
- 75% of students will be able to recognize, decline, and parse personal and reflexive pronouns and possessive adjectives.

Greek 102
- 75% of students will be able to recognize, conjugate, and parse the imperfect and aorist tenses of indicative verbs.
- 75% of students will be able to recognize, decline, and parse relative pronouns, and recognize the syntax of relative clauses.
- 75% of students will be able to recognize and parse imperatives of the present and aorist tenses.
- 75% of students will be able to recognize, conjugate, and parse indicative verbs of the mi-type in the present, imperfect, and aorist tenses and in all voices.
- 75% of students will be able to recognize, decline, and parse the comparative and superlative forms of all adjectives and adverbs.
Greek 350 (intermediate level):
- 75% of students will be able to recognize, conjugate, and parse verbs of all types in the subjunctive and optative moods.
- 75% of students will be able to recognize, conjugate, and parse the perfect, future perfect, and pluperfect forms of verbs of all types.
- 75% of students will be able to translate Greek prose at an intermediate level.

Greek 350 (advanced level):
- 100% of students will be able to translate Greek prose at an advanced level, with accuracy and appreciation for nuances and idioms.
- 100% of students will be able to discuss and appreciate different prose styles.
- 100% of students will have a basic appreciation of ancient Greek culture and history.

Greek 351:
- 100% of students will be able to translate Greek poetry at an advanced level, with accuracy and appreciation for nuances and idioms.
- 100% of students will be able to discuss and appreciate the different genres of Greek poetry.
- 100% of students will have a basic appreciation of ancient Greek culture and history.

Spanish

In Spanish, there has been a high rate of instructor/professor turnover; thus, records are not available for all courses. However, existing records and samples indicate that the Department is meeting most of its goals. Between 2006-2009, there was an increased effort to maintain consistent standards across first year instruction. This includes common unit and final exams, and requirements for oral assessment at the end of each semester. The first year that grades were consistently assessed was 2008-09. The results for Spanish 312 are from 2005-06.

Speaking

- 92% of students in a random sample of basic language courses met expectations of C or better.
- 92% and 100% of students respectively met the department goal of Intermediate Low-Advanced as measured by the SOPI.
- 83% (2005) and 85% (2006) achieved scores of Intermediate Mid or Advanced.

The above results indicate that our goals should be raised to Intermediate Mid.
**Listening Comprehension**

- 67% of students in Spanish 101-102 met the standard of 70% correct.
- 80% of students on Spanish 101 exams met the standard of 70% correct.
- 83% - 85% of students achieved the level of Intermediate or above as measured by SOPI in Spanish 212.
- 100% scored at Intermediate or better in Spanish 312, with 80% at Intermediate High in 2008 and 67% at that level in 2009.

**Reading**

Outcomes in Spanish 212 and 312 were identical to those for listening levels, achieving departmental goals for each level.

- 70% scored 70% or better in random samples of Spanish 101-102 final exams.
- A random sample of 101 and 102 final exams from 2008-2009 resulted in 70% of students scoring 70% or better, indicative of a need for improvement.

**Writing**

In Spanish, writing skills are introduced at the elementary level and consistently reinforced in intermediate and 300 and 400-level courses.

- 87.5% of students achieved 80% or better on 400-level essays.
- 83% - 93% of students in courses assessed scored 80% or better.

**Cultural Competency**

- 92% and 100% of students passed final exams for culture courses in Spanish 323 and 325 with a grade of 70% or better.

In addition to the core courses for our major and minor programs, we also teach the beginning and intermediate levels in Chinese, German, Italian, Japanese, and Portuguese with the same requirements for assessment and outcomes as above. These languages may be chosen to fulfill the foreign language requirement. We have developed a new German major and minor program anticipated to take effect in Fall 2010.
Based on evidence obtained from assessment of learning outcomes over the five-year period, the following are examples of curricular or instructional changes made by the foreign languages faculty:

- Given the lack of significant impact on student performance at the lower levels, the online program *Auralog* is no longer required in our French and Spanish courses. Instead, new elementary level French and Spanish textbooks were adopted that include online oral and aural components better integrated into the course work. Spanish textbooks will be further evaluated to determine if they enable us to meet our outcomes goals at the elementary and intermediate levels.

- To increase success, students in elementary level French classes will be required to complete all pre-class exercises assigned for that day before joining the class.

- Since students taking the French and Spanish SOPI tests met or exceeded our goals, levels will be raised to a minimum of Intermediate Low and Intermediate-Mid after the fourth and sixth semesters respectively.

- We will more systematically track aural/oral comprehension at all levels.

- Cultural competency, while incorporated into all levels of the modern languages curriculum, needs more consistent tracking and evaluation. The department will discuss and agree upon the most effective ways to do so.

- In elementary and intermediate French courses students write at least one paragraph defining who they are. These “I Am” exercises will transition from English into French and be used as an assessment tool for cultural awareness.

- In Latin, several new exercises and activities were developed to increase student expectations in speaking and aural comprehension. These skills have been incorporated into our curriculum because they also help students master reading comprehension and grammar. An analysis of TaskStream outcomes indicated that more attention should be given to specific grammatical concepts particularly challenging to students.

**Foreign Language Education**

Students pursuing a B.S. or M.Ed. degree in a foreign language must meet the state licensure and certification requirements in the target language. *We advise these students and*
they take all their language courses in our Department. This applies to the modern foreign languages as well as the classical languages. Certification/licensure is supervised by the Teacher Preparation Academy in the College of Health, Education and Professional Studies, where students complete the required education courses. Members of the Department, however, routinely review transcripts, conduct interviews to verify oral proficiency, and advise students regarding their study abroad experience to fulfill the UTC degree requirements for licensure. Students seeking a foreign language M.Ed. or B.S. degree took the necessary courses in our Department as follows:

**Foreign Language B.S. and M.Ed. Graduates- 2004-2009 Degree Language Date**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Language</th>
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The PRAXIS exam for licensure and certification was taken in the following languages:

- **2004-05**: 2 Spanish 1 Latin
- **2005-06**: 3 Spanish
- **2006-07**: 6 Spanish 1 Latin
- **2007-08**: 9 French/Spanish
- **2008-09**: 10 French/Spanish

(Source: Certification Officer, Teacher Preparation Academy, UTC)
Our Department thus provides a valuable service to students wishing to teach a foreign language by helping them attain the certification and licensure requirements they need.

Alumni and Student Surveys

1.3

We conducted an alumni survey for students who graduated between 2004-2009. Only ten responded: seven French minors, two majors and one Spanish major. The responses were overwhelmingly positive. Most agreed that the upper-level French classes were particularly useful in improving language skills and gaining an appreciation of other cultures. The opportunity to study abroad was especially appreciated. The mentoring of the instructors and their willingness to help students was mentioned numerous times. The Spanish major used her language skills as a newspaper reporter and then a teacher. The French alumni used their skills in traveling around the world, working in schools, restaurants, and hospitals. One student used French while on a chemistry internship in Cherbourg. Suggestions for improvement: more outside activities and immersion opportunities. While we do not have a formal method of tracking our graduates, these comments are consistent with anecdotal evidence we have from alumni with whom we have been in contact. Many have attended graduate school, become teachers at all levels, or worked for the tourist industry. While some information about our graduates is available from our alumni office, a better tracking system is needed to track them. We do not have information on employer satisfaction with our graduates.

Students in elementary and intermediate French and Spanish courses were also given “I Can” surveys in which they indicated if they were able to perform a range of activities. These included: greetings, asking simple questions, engaging in a conversation, asking for directions, ordering meals at a restaurant, making cultural comparisons, or watching a movie without subtitles.
“I Can” Survey

Indicate whether or not you would be able to perform each of the following tasks in the language you have been studying this term.

Place a CHECK beside each of the tasks that you could perform fairly well.

___ 1. Talk about life activities like where people and things are.
___ 2. Say hello and goodbye.
___ 3. Ask a simple question.
___ 4. Talk about life activities like food or the weather.
___ 5. Describe people, including you.
___ 6. Respond to a direct question about life activities.
___ 7. Read a simple article in a magazine or newspaper.
___ 8. Write a short note to a friend.
___ 9. Order a meal at a restaurant.
___ 10. Identify countries where my studied language is spoken.
___ 11. Name 3 famous people who were in my studied language group.
___ 12. Function in class without using English.
___ 13. Carry on a simple conversation with a member of the class.
___ 14. Converse about something that happened last week.
___ 15. Know that pronouns require special attention.
___ 16. Express sympathy.
___ 17. Compare two people, places or things.
___ 18. Plan for an event in the future.
___ 19. Ask for directions and use the directions to arrive at my destination.
___ 20. Give directions to a place I know.
___ 21. Express negative emotions such as anger.
___ 22. Understand a movie without subtitles.
___ 23. Read a novel in my studied language.
___ 24. Converse with a native speaker.
___ 25. Be interviewed for a job.
___ 26. Discuss what I do for fun.
___ 27. Write a short article on a cultural holiday in my studied language.
___ 28. Identify 3 cultural signposts in a person's life who speaks my studied language.
___ 29. Identify and tell about a historical or cultural site in a country that speaks my studied language.
___ 30. Understand the news on TV.
___ 31. Get help from a sales clerk in selecting a purchasing an item.
___ 32. Select a culturally appropriate gift for a native speaker.
___ 33. Compare and contrast my life to that of a resident of a country that speaks my studied language.
___ 34. Use my cultural knowledge to understand a story.
___ 35. Give advice to a native speaker.
Outcomes

The list of items on the survey was derived from outcome statements for the four courses that comprise the introductory and intermediate sequences. Not surprisingly, students checked off many items in their first semester that they later admitted they could not do in the foreign language. Overall, we had 515 results over 16 semesters, yielding a relatively comprehensive picture of what our students felt they knew. Those results did not always correlate with results from oral proficiency tests, but self-assessment by students is not very reliable.

- By the end of the fourth semester, all French and Spanish students were confident in meeting outcomes for the first semester language class, usually at a rate of at least 85%. Second semester outcomes saw a range of 50% - 80% rates.
- Third and fourth semester results ranged from 8% in “could interview for a job” to 64% for “can use cultural knowledge to understand a story.” Most results for those outcomes fell between these extremes, averaging around 34% overall. (Appendix I – C)
PART II.  CURRICULUM

Appropriateness of Curriculum

2.1

The curriculum for Classics and Foreign Languages was created in 1972 at the University of Tennessee at Chattanooga in consultation with faculty, student needs, national and regional curricular trends and the changing demographics of our student population. All students pursuing a B.A. degree and some pursuing a B.S. degree must complete four semesters in one foreign language or take a placement test if they have three or more years of high school study in a single foreign language. This test is published by the University of Wisconsin. We currently administer it in French, Spanish, and German and have developed our own assessment and placement instruments for Latin and Greek. These tests are also used to exempt students from the foreign language requirement. We accept credit for equivalent courses from other colleges or universities, but not for high school courses or CLEP credit.

Our curriculum incorporates both service courses to meet the above University requirements and a program of core courses that allow students to major and minor in their target language.

Curriculum Evaluation, Revision, and Review

2.2

Periodically, our curriculum is revised by elimination or revision of existing courses and the creation of new ones. In Fall 2009, we submitted to the Curriculum Committee a proposal for a new minor in German. We plan to revise our curriculum for the B.A. in Foreign Languages in French and Spanish. There will be a two-tier structure giving our majors and minors more flexibility in their selection of courses and career goals. One option is for students interested in
culture and literature and the other for those specializing in language and the professions. This will require the creation of one or two new courses in French and Spanish (Appendix II - A).

All curricular changes are proposed by the faculty in our Department, approved by the Department Head, the Registrar, the Dean of Arts and Sciences, the Provost, the University Curriculum Committee, and the Faculty Senate before being incorporated into the UTC catalog.

Additions and Revisions

In addition to the Classics minor outlined in section 2.4, the following courses have been added:

SPANISH - FRENCH

299r Group Studies (1-4)
On demand. Prerequisites: Spanish 212 with a grade of C or better or approval of department head.

399r Group Studies (1-4)
On demand. Prerequisite: Spanish 212 with a grade of C or better.

299r Group Studies (1-4)
On demand. Prerequisites: French 211 with a grade of C or better.

399r Group Studies (1-4)
On demand. Prerequisites: French 212 with a grade of C or better or approval of department head.

322 Advanced French Grammar II (3)
Special problems in syntax, illustrative reading, composition. On demand. Prerequisites: French 211, 212 or approval of department head. Co-requisite: French 311 or 312.

Spanish 408 – Spanish American poetry, 410 - Spanish American Short Story, 412 - Spanish American Theatre and 414 - Magical Realism in Spanish American Narrative also were added to the core curriculum in 2.4.

“R” courses are repeatable courses at the intermediate and advanced levels that allow us to develop appropriate bridge courses or special topics courses as needed. For example, business French might be such a course, or courses students need to prepare for study abroad.
Courses listed as FLNG (Foreign Languages) were created to allow us to teach other languages such as Chinese and Japanese. Prerequisites, course titles and course descriptions were changed to better reflect their content. We deleted courses that were no longer taught and created special topics repeatable rubrics for German and our modern languages in translation courses. Requirements for the French and Spanish minors were clarified and we added the following offerings in Portuguese:

**PORTUGUESE**

**101 Elementary Portuguese I (4)**
Basic grammar, elementary reading, and conversation. 101 fall/102 spring semester.

**102 Elementary Portuguese II (4)**
Basic grammar, elementary reading, and conversation. 101 fall/102 spring semester.
Prerequisite: Portuguese 101 or placement.

**101r, 102r Elementary Foreign Language (3-6, 3-6).**
Basic Grammar, elementary reading (and conversation for a modern spoken language), 101 fall/102 spring. On demand. Student should consult department regarding use in satisfying University foreign language requirement.

**199r Special Projects (1-4)**
Individual or group projects. On demand. Maximum credit four hours.

**213r, 214r Intermediate Foreign Language (3, 3).**
Intermediate foreign language study with grammar review and extensive reading (conversation for a modern spoken language), 213 fall/214 spring. On demand. Student should consult department regarding use in satisfying University foreign language requirement.

All curricular changes must conform to the Tennessee Higher Education Commission mandate of a 120-hour total for graduation. The above curriculum proposals are available in the Department of Foreign Languages and Literatures in Brock Hall 208.
General Education

2.3

All our students complete the General Education requirement for a B.S. or B.A. degree. We teach skills relevant to our general education curriculum, such as critical thinking, writing, research methods, textual analysis, and multi-culturalism. The General Education requirements are thus incorporated into the core curriculum. The following website lists the approved courses:

http://www.utc.edu/Departments/recreg/UndergraduateCatalog0910/069_0910UGCatalog.php

Core Courses

2.4

The Department offers the B.A. degree with concentrations in French, Greek-Latin, Latin, and Spanish. Students may also pursue a B.A. in Humanities degree with an emphasis in classical civilization. We offer minors in Latin, Greek, and Classics. Each concentration includes core courses and a range of advanced disciplinary content courses allowing students to master the competencies outlined below and progress toward graduation. The requirements for the major and minor in each program are consistent with requirements in the College of Arts and Sciences and the University.

All students take the elementary and intermediate courses 101-102, 211-212, 213-214 as appropriate.

CLASSICS MINOR

18 hours in classical civilization including:

(a) 9 hours in ancient civilization, literature, art, philosophy or religion, chosen from Classics 110, 113, 310, 351, 352, 353, 410, 395, 396, 397; Art 214; English 113; History 103, 351, 352, 353, 401; Philosophy 101, 113, 351; Religion 351; Women’s Studies 410; or University Honors 214; and
(b) 9 hours from either category (a) or from Greek and/or Latin language courses above 101. 8 hours must be at the 300/400 level and no more than 6 hours may be at the 100-level. Minimum 2.0 average in the minor.

**Classics Courses (CLAS)**

**110 Major Triumphs of Greece and Rome (3)**
Major accomplishments of the Greco-Roman civilization and their impact upon the modern world. On demand.

**113 Western Humanities 1 (3)**
An historical approach to the pivotal ideas, systems of thought, and creations of the Western world from antiquity to approximately 1600 C.E. Emphasis on ancient Greek and Roman thought and the classical tradition. Corequisite: English 121.

**199r Special Projects (1-4)**
Individual or group projects. On demand. Maximum credit four hours.

**300 Scientific Terminology (2)**
Designed to meet the needs of non-language students. Origin and derivation of English words in common scientific usage. On demand.

**310 The Greco-Roman World (3)**
The history, culture, and lifestyles of the ancient Greeks and Romans. On demand. May be registered as History 310. Credit not allowed in both Classics 310 and History 310.

**351 History of Classical Greece (3)**
Greek social and political history from the period of the Persian Wars to the Achaean War, covering Classical Athens and Sparta, the Peloponnesian War, and the rise of Macedon and Alexander the Great, with an emphasis on the art, philosophy, and religion of Greece's polis-based society during the 5th and 4th centuries BC. May be registered as History 351. Credit not allowed in both Classics and History 351.

**352 History of the Roman Republic (3)**
Roman social and political history from the 8th century to 44 BC covering, through an analysis of their art, philosophy, and literature, the Romans’ origins, their city’s development and growth into an imperial power, as well as the key figures involved in the break-up of the Republic. May be registered as History 352. Credit not allowed in both Classics and History 352.

**353 History of the Roman Empire (3)**
Roman social and political history from 44 BC to AD 491, covering through an analysis of their art, philosophy, and literature the rise of bureaucratic government, the Roman economy, life under the Julio-Claudians, Flavians, Antonines, Severans, Diocletian, and Constantine, Rome’s interaction with barbarians and Christians, and the fall of the Western empire. May be registered as History 353. Credit not allowed in both Classics and History 353.
395 Greek and Roman Tragedy in Translation (3)
A study of the origin of tragedy and its dramatic and philosophical development in the works of Aeschylus, Sophocles, Euripides, and Seneca. On demand. May be registered as English 395. Credit not allowed in both Classics 395 and English 395.

396 Classical Mythology (3)
A study of the origins and meaning of Greek and Roman myths, their importance for understanding ancient culture, and their influence on later literature and art. On demand.

397 Greek and Roman Comedy in Translation (3)
A study of the origins, development, and changes in comedy as seen in the works of Aristophanes, Menander, Plautus, and Terence. On demand.

410 Classical Women (3)
A survey of the history of women and their representation from the heroic age and Homer to the Roman Empire of the 2nd century AD. Evidence from legal texts and literature along with epigraphic, numismatic and artistic depictions of women will be considered from several key periods, including 5th century Athens and Rome during the late Republic and early Empire. May be registered as Classics 410 or Women’s Studies 410. Credit allowed in only one of the three courses.

497r Research (1-4)
On demand. Prerequisite: approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

498r Individual Studies (1-4)
On demand. Prerequisite: approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

499r Group Studies (1-4)
On demand.

FRENCH

Foreign Languages: French (B.A.)

- General Education
- Rhetoric and Composition: Two approved courses in rhetoric and composition (6 hours)
- Mathematics: One approved mathematics course (3 hours)
- Statistics: One approved statistics course (3 hours)
- Natural Sciences: Two approved natural science courses, at least one including a laboratory component (7-8 hours)
- Humanities and Fine Arts: Two approved humanities and fine arts courses, one from fine arts and one from either (6 hours)
- **Cultures and Civilizations**: Option A: Western Humanities I and II and one approved Non-Western Cultures and Civilizations course OR Option B: World Civilization I, II, III (9 hours total)
- **Behavioral and Social Sciences**: Two approved behavioral or social science courses in two different disciplines (6 hours)
- **Completion of a minor** with a minimum 2.0 grade point average.

**Concentration**

- 27 hours French beyond second college year, including French 311-312, 321 or 322, 331-332, and 323.
- A minimum of 6 hours of French at the 400 level.
- 2.0 average in all French courses.
- To meet the requirements for the major, a minimum of 9 hours of 300 level or above must be taken at UTC.
- Minimum of 39 hours of 300 and 400 level courses.
- Electives to complete 120 hours.

**FRENCH MINOR**

18 hours in French, above 101-102, including French 211-212, 311-312, 321 or 322; 12 hours must be at the 300 level or above. French 213 and 214 cannot be used for credit toward the minor.

Minimum 2.0 average in the minor.

**311, 312 Composition and Conversation (3,3)**
Selections from French literature, topics of current interest and articles from French newspapers and magazines may be used as a basis for discussions and compositions. 311 fall/312 spring semester. Prerequisites: 212 and oral proficiency with a rating of Novice-High or placement; English 121 or 122 with grades of C or better. Pre- or co-requisite: French 321 or 322.

**321 Advanced French Grammar I (3)**
Special problems in syntax, illustrative reading, composition. On demand. Prerequisites: French 211, 212 or approval of department head. Corequisite: French 311 or 312.

**322 Advanced French Grammar II (3)**
Special problems in syntax, illustrative reading, composition. On demand. Prerequisites: French 211, 212 or approval of department head. Corequisite: French 311 or 312.
323 Introduction to French Culture (3)
The fine arts, patterns of living, and total life style of the French people approached through their language. Geographical and historical backgrounds included. On demand. Prerequisites: French 211, 212 or approval of department head.

331, 332 Introduction to French Literature (3,3)
Representative works from the beginning to 1800 with attention to cultural, political, and social background. Sequel from 1800 to the present. Prerequisite: French 212 or placement.

340 French Internship (3)
A cooperative arrangement between the university and specific elementary or middle schools, social service agencies or businesses involved with either foreign language instruction, service to foreign language-speaking clients, or business transactions with companies abroad. Every semester. Prerequisite: Junior or senior standing and approval of department head.

399r Group Studies (1-4)
On demand. Prerequisites: French 212 with a grade of C or better or approval of department head.

401r Special Topics in French Language or Literature (2-3)
A reading course with emphasis on a field, period, or author, or on a topic of philology or linguistics. On demand. By special arrangement with the head of the department and the instructor. Prerequisites: French 311-312, 331-332. The focus of the following courses may include the development of the novel, the theater, poetry, narrative techniques, various critical approaches to works within a century and Francophone literature with particular emphasis on Quebec Studies.

405 Romance Philology (3)
Historical linguistics, the development of Romance languages from Vulgar Latin into modern Romance Languages. Covers basic linguistic concepts and terminology as well as phonological and morphological developments in Romance languages with particular emphasis on French and Spanish. Prerequisites: French 321 or Spanish 321 or Latin 202, or approval of instructor.

407 Seventeenth Century French Literature (3)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head.

409 Eighteenth Century French Literature (3)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head.

411 Nineteenth Century French Literature (3)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head.

413 Twentieth Century French Literature (3)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head.
493 Senior Seminar French (3)
Integrated capstone experience emphasizing the knowledge and skills essential in the major covering French language, literature, and Francophone culture and civilization. Spring semester. Prerequisites: French major with senior standing.

495r Departmental Thesis
(1-3 hours per term, 4 hours for the two terms)
On demand. See Departmental Honors. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

497r Research (1-4)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

498r Individual Studies (1-4)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

499r Group Studies (1-4)
On demand. Prerequisites: French 311-312, 331-332, or approval of department head.

GREEK AND LATIN

Foreign Languages: Greek and Latin (B.A.)

- **General Education**
- **Rhetoric and Composition**: Two approved courses in rhetoric and composition (6 hours)
- **Mathematics**: One approved mathematics course (3 hours)
- **Statistics**: One approved statistics course (3 hours)
- **Natural Sciences**: Two approved natural science courses, at least one including a laboratory component (7-8 hours)
- **Humanities and Fine Arts**: Two approved humanities and fine arts courses, one from fine arts and one from either (6 hours)
- **Cultures and Civilizations**: Option A: Western Humanities I and II and one approved Non-Western Cultures and Civilizations course OR Option B: World Civilization I, II, III (9 hours total)
- **Behavioral and Social Sciences**: Two approved behavioral or social science courses in two different disciplines (6 hours)
- **Completion of a minor** with a minimum 2.0 grade point average.
Concentration

- 18 hours Latin beyond 101, 102
- 12 hours Greek
- 2.0 average in all Greek and Latin courses
- Minimum of 39 hours of 300 and 400 level courses
- Minimum 2.0 average in all Greek and Latin courses
- Electives to complete 120 hours

Greek Minor

18 hours of Greek above 101 with at least 9 hours at the 300 level or above.
Minimum 2.0 average in the minor.

Greek Courses (GRK)

310 Readings of Greek Literature (3)
A study of the development of Greek literature with selections from representative authors. On demand. Prerequisite: Greek 102 or approval of department head.

312 Advanced Greek Grammar and Composition (3)
On demand. Prerequisite: Greek 102 or approval of department head.

350r Greek Prose (3)
Greek historians, Attic orators, and Greek philosophers considered in different semesters. On demand. Prerequisite: Greek 102 or approval of department head.

351r Greek Poetry (3)
Greek tragedy, comedy, and lyric poetry considered in different semesters. On demand. Prerequisite: Greek 102 or approval of department head.

425r Special Topics in Greek Literature (2)
Readings in a specific author, genre, or period. On demand. Prerequisite: four semesters of Greek through the 300 level.

495r Departmental Thesis
(1-3 hours per term, 4 hours for the two terms)
On demand. See Departmental Honors. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

497r Research (1-4)
On demand. Prerequisite: four semesters of Greek through the 300 level or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.
**498r Individual Studies (1-4)**
On demand. Prerequisite: four semesters of Greek through the 300 level or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

**499r Group Studies (1-4)**
On demand. Prerequisite: four semesters of Greek through the 300 level or approval of department head.

**Latin**

**Foreign Languages: Latin (B.A.)**

- **General Education**
- **Rhetoric and Composition:** One approved course in rhetoric and composition (6 hours)
- **Mathematics:** One approved mathematics course (3 hours)
- **Statistics:** One approved statistics course (3 hours)
- **Natural Sciences:** Two approved natural science courses, at least one including a laboratory component (7-8 hours)
- **Humanities and Fine Arts:** Two approved humanities and fine arts courses, one from fine arts and one from either (6 hours)
- **Cultures and Civilizations:** Option A: Western Humanities I and II and one approved Non-Western Cultures and Civilizations course OR Option B: World Civilization I, II, III (9 hours total)
- **Behavioral and Social Sciences:** Two approved behavioral or social science courses in two different disciplines (6 hours)
- **Completion of a minor** with a minimum 2.0 grade point average.

**Concentration**

- 21 hours Latin beyond 101, 102; 9 hours from Classics 310, 395, 396, 397
- 2.0 average in all Latin courses
- Minimum of 39 hours of 300 and 400 level courses
- Electives to complete 120 hours
LATIN MINOR

18 hours of Latin above 101 with at least 9 hours at the 300 level or above. Minimum 2.0 average in the minor.

201 Intermediate Latin I (3)
A continuation of first-year Latin with an intensive review of basic Latin grammar. Emphasis on attaining reading skills through select authors. Prerequisite: Latin 102 with a grade of C or better or placement.

202 Intermediate Latin II (3)
Selected readings from Latin authors. Prerequisite: Latin 201 with a grade of C or better or placement.

310 Readings in Latin Literature (3)
A study of the development of Latin literature with selections from representative authors. On demand. Prerequisite: Latin 202 or approval of department head.

312 Latin Prose and Composition (3)
On demand. Prerequisite: Latin 202 or approval of department head.

350r Latin Prose (3)
Sallust, Caesar, Tacitus, Seneca, Cicero, and Petronius considered in different semesters. On demand. Prerequisite: Latin 202 or approval of department head.

351r Latin Poetry (3)
Latin lyric poetry, Roman comedy, Latin satire, Horace, Vergil, and Lucretius considered in different semesters. On demand. Prerequisite: Latin 202 or approval of department head.

425r Special Topics in Latin Literature (2)
Readings in a specific author, genre, or period. On demand. Prerequisite: any 300-level Latin course.

495r Departmental Thesis
(1-3 hours per term, 4 hours for the two terms)
On demand. See Departmental Honors. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

497r Research (1-4)
On demand. Prerequisite: any 300-level Latin course or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

498r Individual Studies (1-4)
On demand. Prerequisite: any 300-level Latin course or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

499r Group Studies (1-4)
On demand. Prerequisite: four semesters of Latin through the 300 level or approval of department head.

SPANISH

Foreign Languages: Spanish (B.A.)

- **General Education** ([see list of approved courses](#))
- **Rhetoric and Composition**: Two approved courses in rhetoric and composition (6 hours)
- **Mathematics**: One approved mathematics course (3 hours)
- **Statistics**: One approved statistics course (3 hours)
- **Natural Sciences**: Two approved natural science courses, at least one including a laboratory component (7-8 hours)
- **Humanities and Fine Arts**: Two approved humanities and fine arts courses, one from fine arts and one from either (6 hours)
- **Cultures and Civilizations**: Option A: Western Humanities I and II and one approved Non-Western Cultures and Civilizations course OR Option B: World Civilization I, II, III (9 hours total)
- **Behavioral and Social Sciences**: Two approved behavioral or social science courses in two different disciplines (6 hours)
- **Completion of a minor** with a minimum 2.0 grade point average.

Concentration

- 27 hours Spanish beyond second college year, including Spanish 311-312, 321-322, 331-332, and 323 or 325
- A minimum of 6 hours of Spanish at the 400 level
- 2.0 average in all Spanish courses
- To meet requirements for the major, a minimum of 9 hours of 300 level or above must be taken at UTC.
- Minimum of 39 hours of 300 and 400 level courses
- Electives to complete 120 hours

SPANISH MINOR

18 hours in Spanish, above 101-102, including Spanish 211-212, 311-312, 321; 12 hours must be at the 300 level or above. Spanish 213 and 214 cannot be used for credit toward the minor.

Minimum 2.0 average in the minor.
311, 312 Composition and Conversation (3,3)
Selections from Spanish literature, topics of current interest, and articles from Spanish
ewspapers and magazines may be used as a basis for discussions and compositions. 311
fall/312 spring semester. Prerequisites: Spanish 212 and oral proficiency with a rating of
Novice-High or placement; English 121 or 122 with a grade of C or better.

321,322 Advanced Spanish Grammar (3,3)
Special problems in syntax, illustrative reading, and composition. 321 fall/322 spring semester.
Prerequisite: Spanish 212 or placement.

323 Introduction to Spanish Culture (3)
The fine arts, patterns of living, and total life style of the Spanish people approached through
their language. Geographical and historical backgrounds included. Prerequisite: Spanish 212 or
placement.

325 Introduction to Spanish-American Culture (3)
The fine arts, patterns of living, and total life style of the Spanish-American people approached
through their language. Geographical and historical backgrounds included. Prerequisite: Spanish 212 or
placement.

331 Masterpieces of Spanish Literature (3)
Readings of representative works from the earliest epic and lyric poetry to the modern novel
and theater with attention to cultural, political, and social background. On alternate years.
Prerequisite: Spanish 212 or placement.

332 Masterpieces of Latin American Literature (3)
Readings of representative works from the Chronicles of the Conquest to contemporary works,
with attention to the cultural, political and social background. On alternate years. Prerequisite:
Spanish 212 or placement.

340 Spanish Internship (3)
A cooperative arrangement between the university and specific elementary or middle schools,
social service agencies or businesses involved with either foreign language instruction, service
to foreign language-speaking clients, or business transactions with companies abroad. Every
semester. Prerequisite: junior or senior standing and approval of department head.

399r Group Studies (1-4)
On demand. Prerequisite: Spanish 212 with a grade of C or better.

400r Topics in Spanish Literature (3)
Study of topics such as Spanish literature of the Golden Age, 18th and 19th century Spanish
literature, The Generation of 1898, and contemporary Spanish literature. On demand, by
special arrangement with the department head and the instructor. Prerequisites: Spanish 311-312, 331-332.
401r Special Topics in Hispanic Language or Literature (2-3)
A reading course with emphasis on a field, period, or author, or on a topic of philology or linguistics. On demand, by special arrangement with the department head and the instructor. Prerequisites: Spanish 311-312, 331-332.

402r Topics in Spanish-American Literature (3)
Study of topics such as Spanish-American novel, Spanish-American theater and poetry, and Spanish-American essay. On demand, by special arrangement with the department head and the instructor. Prerequisites: Spanish 311-312, 331-332.

403 Cervantes: Don Quijote de la Mancha (3)
A critical reading of Cervantes’ masterpiece, in its entirety, in the original seventeenth-century Spanish. The history, art, philosophy, religion, and literature of the Spanish Golden Age, presented as the background for Cervantes’ novellas, are the impact of the Quijote and the imprint of Cervantes’ prose style in modern Spanish. Prerequisite: Spanish 331 or approval of instructor.

405 Romance Philology (3)
Historical linguistics, the development of Romance languages from Vulgar Latin into modern Romance Languages. Covers basic linguistic concepts and terminology as well as phonological and morphological developments in Romance languages with with particular emphasis in French and Spanish. Prerequisite: French 321 or Spanish 321 or Latin 202, or approval of instructor.

406 Spanish Phonetics and Phonology (3)
A course in the applied linguistics of Spanish pronunciation. Issues of Spanish pronunciation (standard and dialects) through phonetic transcription (using IPA), basic linguistic terminology, and accurate description of Spanish sounds. Also presents all the Peninsular and Latin American contemporary variants of spoken Spanish, including Spanish spoken in the U.S. Prerequisites: Spanish 321-322 or approval of instructor.

408 Spanish American Poetry (3)
Readings of poetry from Spanish American from the Colonial Period to the present with an introduction to poetic theory and modes of approaching a poetic work. Prerequisites: Spanish 321-322 or approval of instructor.

410 Spanish American Short Story (3)
Readings and analyses of representative works by contemporary Spanish American short story writers. Prerequisites: Spanish 321-322 or approval of instructor.

412 Spanish American Theatre (3)
Readings in the dramatic literature of Spanish America of the 20th and 21st centuries, focusing on literary currents to which a play belongs, its form, the use of the language and the use of settings. Prerequisites: Spanish 321-322 or approval of instructor.
414 Magical Realism in Spanish American Narrative (3)
Readings of Spanish American narrative texts (short stories, novellas, and novels) that exhibit the characteristics of the style known as “Magical Realism.” Discussion of the texts, including the way in which the cultures of Spanish America are reflected in them. Prerequisites: Spanish 321-322 or approval of instructor.

493 Senior Seminar Spanish (3)
Integrated capstone experience emphasizing the knowledge and skills essential in the major covering Spanish language, literature, Hispanic culture and civilization. Spring semester. Prerequisites: Spanish major with senior standing.

495r Departmental Thesis (1-3 hours per term, 4 hours for the two terms)
On demand. Prerequisites: 311-312, 331-332, or approval of department head. See Departmental Honors. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

497r Research (1-4)
On demand. Prerequisites: 311-312, 331-332, or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

498r Individual Studies (1-4)
On demand. Prerequisites: 311-312, 331-332, or approval of department head. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

499r Group Studies (1-4)
On demand. Prerequisites: 311-312, 331-332, or approval of department head.
(Source: 2009-2009 Undergraduate Catalog, UTC)

Curricular Standards, Practices and Issues
2.5 – 2.6

The General Education requirements assure that our students take adequate courses outside their major. The Classics minor includes courses from the History Department. Our Modern Languages rubric has courses in translation that allow students to take electives that count toward their degree requirements, but not the foreign language major or minor. They are frequently cross-listed with other programs, such as English, Women’s Studies, or Humanities. These courses include, among others, a profile of French, German or Hispanic culture,
contemporary Francophone African cinema, masterpieces of French literature, French women writers, Latin American women writers and masterpieces of Germanic literature, all in translation.

Our standards and practices are consistent with the norms and practices of the discipline nationally. All classes meet three hours a week, either on a Tuesday-Thursday or Monday-Wednesday-Friday schedule during the semester, with the exception of elementary level classes, that meet four hours a week. At the intermediate level, we have a two-tier system, one for majors and minors and one for students not planning to continue their language studies. At the advanced level, students take required courses and have a choice of electives. We also developed online Internet courses for Spanish 213-214--Intermediate Spanish for Reading. This is a hybrid class, online except for testing but with the opportunity to meet face to face with the instructor. The 213-214 sequence in the foreign languages is for students not wishing to major or minor in a language but completing the language requirement. The Italian courses are self-taught courses with software from TellMeMore (Auralog) and a native informant who meets with the students for two hours a week. Elementary and intermediate level Spanish courses are the only ones taught during the summer, except for courses associated with study abroad.

Most of our courses are taught in six Smart Classrooms equipped with a networked computer, document camera, and projector. This enables instructors to easily access documents stored on university servers, play videos and audio directly from online textbook components, and call up websites with authentic materials. Four portable multimedia carts were constructed with money from an instructional equipment grant obtained by one of our faculty members. Many instructors also utilize Blackboard, an online course management
system, to provide students with access to materials used in class (e.g. PowerPoint presentations, handouts, videos) and to extend discussion beyond the classroom. The Department maintains a Language Laboratory where students can view videos, access internet sites and complete other assignments outside of class time.

**Critical Thinking, Research and Independent Study Opportunities**

2.7 - 2.8

Our faculty employs a variety of teaching methodologies appropriate to the level they teach to help students develop critical thinking skills in the following ways:

- Comparing and contrasting linguistic structures and cultural differences
- Written research assignments and oral presentations using library materials, websites, videos, newspapers, and magazines in the target language
- Independent research projects in advanced courses that require writing papers or compositions
- Guidance on research methods and documentation
- Faculty – student collaboration on independent studies and honors projects
- Supervision of internships in the community
- Evaluation of study abroad programs

Student essays and research papers are on file in the Department of Foreign Languages and Literatures, Brock 208.

We have made greater use of technology to improve the computer literacy of our students. In addition to the Auralog program from TellMeMore that allows us to supplement course materials and create self-study opportunities for students, we have adopted textbooks with many interactive online components for our first-year French, German, and Spanish courses. They allow students and instructors greater flexibility in time management, providing students with numerous study, practice, self-test, and research options that significantly reward individual initiative. The Walker Teaching Center is a valuable resource for faculty development in the area of teaching methodology and technology.
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During the period of this self study, modern foreign language majors and minors, as well as education majors in a foreign language teaching field have participated in study abroad programs under the auspices of our Office of International Programs. UTC belongs to several study abroad consortia: The International Student Exchange Program, The Council on International Educational Exchange, The Cooperative Center for Study Abroad and The Mid-
Continent Consortium for International Education. On occasion our students study abroad through another university’s program. There are also additional study sites available through other departments. In addition to the scholarships offered by our International Studies Office, the “Dr. Oralia Preble-Niemi Scholarship” was established by an anonymous donor to enable students majoring in Spanish to study abroad.

In the last five years, there has been a large increase in the number of students from our Department studying abroad. Our Paris and Spain programs occur every other year during the summer for a period of 4 – 8 weeks. A faculty member accompanies students and teaches courses or supervises student projects in the target language. In the Spain program, which began in 2007, students take classes at the University of Alcalà de Henares in Spain. In the Paris program, they study representations of Paris as a “text.”

| Study Abroad – Spain and France |
|---|---|
| 2004 | 6 |
| 2005 | 5 |
| 2006 | 19 |
| 2007 | 4 |
| 2008 | 14 |
| 2009 | 10 |

The interest in study abroad is due in part because of study abroad requirements for students seeking the B.S. degree in Secondary Foreign Language, but also because we encourage all our students to go abroad. We have been so successful that we sometimes have to limit the number of upper-division credits that students can transfer from study abroad programs. The internship programs listed above are discussed more fully in Part III. (Appendix II – B)
Evaluation of Service Courses and Course Offerings

The evaluation methods for our beginning and intermediate level service courses are detailed in Part I of this document. The rotation of courses offered is determined by: 1) their logical progression based on level of difficulty; 2) the individual needs of our majors; and 3) staffing availability. In Spanish we have had to limit the number of upper-division courses that can be taught each semester due to staffing issues. Our beginning and intermediate sections are sometimes cancelled when qualified adjunct faculty cannot be found. This also prevents us from teaching our literature in translation courses on a regular basis. The result has been that students sometimes have to prolong their program of study in order to meet the requirements for the degree, or take Independent Studies courses.

Courses Offered in Past Two Years

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**Course Information**

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<tr>
<td>SPAN322</td>
<td>Advanced Spanish Grammar (3)</td>
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<tr>
<td>SPAN323</td>
<td>Intro to Spanish Culture (3)</td>
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<td>SPAN325</td>
<td>Intro to Span-Amer Culture (3)</td>
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<tr>
<td>SPAN331</td>
<td>Masterpieces of Spanish Lit (3)</td>
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<td>X</td>
<td>X</td>
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</table>

Sources: Course listing, 2008-09 Undergraduate Catalog. Course offering over the last 2 years, Teaching Load Profiles, Office of Planning, Evaluation, and Institutional Research.
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PART III. TEACHING AND LEARNING ENVIRONMENT
3.1 Instructional Practices

The instructional practices appropriate to the modern and classical languages, as well as advising practices, are more fully discussed in Part II-Curriculum. First- and second-year Spanish courses are primarily taught by lecturers and adjuncts but coordinated by tenure-track faculty. The Department offers ten to thirteen sections of beginning Spanish and four to five sections of intermediate Spanish each semester. During the summer only elementary and intermediate level Spanish courses are taught, with the number of sections reduced. Articulation and consistency between the Spanish levels have improved under faculty supervision.

We currently offer three elementary sections of French and one section at each of the other levels. Due to increased enrollments in 2009, we hired two adjuncts in French, who along with tenured faculty, teach elementary and intermediate courses. Team-developed tests and planning in all sections have allowed adaptation by individual instructors but maintained a minimum level of consistency. The result has been less grade disparity that has positioned students more equally for success in subsequent semesters. We discontinued teaching elementary and intermediate French during the summer, but with increased enrollments, it is something we may reinstitute in the future.

Textbooks are regularly evaluated. In the modern languages, the emphasis is on the five C’s, foregrounding intercultural comparisons. In Fall 2009, we changed French textbooks at the elementary level to respond to educational theory emphasizing student leadership of classroom time and downplaying “teacher talk.” This allows more effective communication between teacher and student, offering students more opportunities for practice and performance. New textbooks are being evaluated for the elementary Spanish sections as well. Our Instructional
Excellence grant on learning strategies helped us determine student needs in the learning process. We continue to administer a Learning Strategies Inventory at the beginning of every Fall semester to help plan our teaching strategies.

**Student Interaction with Faculty and Professionals**

**3.2**

To enhance opportunities for student participation in research and interaction with faculty, the members of our Department have served as directors or on committees for students writing honors theses. Faculty members serve as advisors for majors and minors, honor societies and clubs. Students occasionally accompany faculty to conferences or cultural field trips, and participate with faculty in study abroad programs. We have also instituted a student internship program whereby students assist an instructor in a public school in Hamilton County or City of Chattanooga service offices, a business or service sector where foreign language skills are required. There is an on-site supervisor who evaluates the student’s work. A faculty member is the liaison between the student and the supervisor. Students are graded based on the supervisor’s assessment and evaluation. This provides valuable experience for students seeking licensure in the public schools or jobs in the business or international sector, and supports our campus’ mission as an “Engaged Metropolitan University”. The program at the Tommy E. Brown Academy adjacent to campus, where our students initiated the instruction of Spanish into the curriculum, began in Fall 2004.

The latest internship program started by the Department is the participation of Spanish students in the *Plaza Comunitaria* program coordinated by Chattanooga State Technical Community College under the auspices of the Mexican consulate. In this program our students serve as instructors in Spanish literacy classes for Hispanic immigrants. (See Part II)
Advising

3.3

Every major and minor in our program is assigned an advisor who guides them in selecting their courses both inside and outside the Department. General Education, major and minor course requirements and University regulations are explained. In addition, we work closely with our Study Abroad Office in helping students select the country and institution where they wish to study, as well as the courses they plan to take. We also evaluate their transcript upon their return to UTC.

During freshman and transfer orientation sessions, we provide students with an information packet that summarizes what they should know about our Department and foreign languages at UTC. The packet includes General Education requirements as well as check sheets with core requirements for each target language. We also have available as needed a plan of study for foreign language education students. (Appendix III – A – B)

Library Resources

3.4

Based on data obtained from the Office of Institutional Research and Lupton Library, as of October 2008, the Library’s monograph collection consists of 384,687 titles, of which 21,208 or 5.5% of the total are books appropriate to the study of foreign languages. The library has a collection of nearly 400,000 titles. The Library’s collection of audiovisual material consists of 9,583 video-recordings and DVDs, of which 263 or 2.7% relate to foreign languages. The Department of Foreign Languages also maintains a collection of videos and DVDs to support instruction. This collection is strongest in Spanish and French with over 300 and 200 titles, respectively. In Classics and German it is much more limited and needs to be increased.
With regard to serials support, the Library has identified 52 currently received journal subscriptions (out of 2,718 direct print, microform, and digital subscriptions) supporting the department’s curriculum and research needs. However, it should be noted that this list does not include every title relevant to our disciplines since there are also titles listed under other areas but are applicable to foreign languages. The portion of the library budget devoted to one-time, non-journal purchases for the Department was $5,500 in 2008-09. During the period of our last self-study five years ago, the level of library support was approximately $4,000 per annum. For the 52 subscriptions listed in the field of foreign languages the Library paid $7,468. The total library budget for Academic Affairs is $186,000 and the Library has a total operating budget of $2.8 million.

In addition, the Library subscribes to numerous electronic journal packages, aggregated sources, and other online tools. The total number of full-text resources available through these subscriptions is 21,468 titles, including open access titles. All electronic resources are accessible 24/7 from any internet connection. The primary tools used to identify articles in the area of foreign languages are the MLA Bibliography, L’Année Philologique, Informe, and Omni Full-Text.

### Journals supporting the Foreign Languages Department June 2009

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<td>Classical outlook</td>
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<td>Classical quarterly</td>
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<td>Classical review</td>
<td>197</td>
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<td>Classical world</td>
<td>54</td>
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<td>Journal Name</td>
<td>Price</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Cuadernos hispanoAmericanos</td>
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<tr>
<td>Esprit createur</td>
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<tr>
<td>Etudes germaniques</td>
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<tr>
<td>Fl. Forum italicum</td>
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<td>Foreign language annals</td>
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<tr>
<td>Forum for modern language studies</td>
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<td>French forum</td>
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<td>German quarterly</td>
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<td>Harvard studies in classical philology (irregular)</td>
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<td>Modern language quarterly</td>
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<td>Moyen francais, Le</td>
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<td>Nineteenth century French studies</td>
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<tr>
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<td>Revista de estudios hispanicos</td>
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<tr>
<td>Revista de filologia Espanola</td>
<td>96.73</td>
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<tr>
<td>Revista hispanica moderna</td>
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<tr>
<td>Revista iberoAmericana</td>
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</tr>
<tr>
<td>Revue d’histoire litteraire de la france</td>
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<td>Romance notes</td>
<td>30</td>
</tr>
<tr>
<td>Romance philology</td>
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<td>Romance quarterly</td>
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<tr>
<td>Sirena: poesia, arte y critica</td>
<td>0</td>
</tr>
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<td>South atlantic review</td>
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<td>South central review</td>
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<td>Spiegel</td>
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<td>SubStance</td>
<td>0</td>
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<tr>
<td>Zielsprache deutsch</td>
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</table>
We would like to note that our Interlibrary Loan services are excellent. This is a valuable resource that is primarily used to support faculty research, since the library’s holdings are appropriately directed toward the needs of students. Although we would like more books and access to serials, many of us have been able to obtain materials for our research when onsite travel to collections was not possible. The Library staff is always helpful and makes every attempt to obtain the materials we request. The Library also collects all textbooks used in the Tennessee public schools. This collection is helpful for students who are pursuing degrees in foreign language education.

While the Library’s collection in foreign languages is adequate to meet most student needs, it is not current. For example, in Latin there is a need for newer commented student editions of key texts. The holdings in German are extensive, yet the works of many modern and contemporary authors are available only in translation. The situation in Spanish and French is somewhat better than Latin and German, but as the foreign language curriculum changes, it is crucial that the Library’s holdings reflect these shifts. The Library has recently instituted a liaison program that seeks to improve communication between academic departments and the Library by appointing a librarian as the primary contact person.

It is worth noting that the Library will move to a new facility that is scheduled to open in Spring 2012. This new Library will bring many of the student academic services under one roof. In the last five years there has also been a shift toward electronic journal packages and online tools, and this will continue in the future.
Perspectives of Underrepresented Groups and Extracurricular Activities

3.5

The latest internship program initiated by the Department is the participation of Spanish students in the Plaza Comunitaria program coordinated by Chattanooga State Technical Community College under the auspices of the Mexican consulate. In this program our students serve as instructors in Spanish literacy classes for Hispanic immigrants. A chart summarizing these activities is in Part II of this document.

Our curriculum is inherently multi-cultural. The French curriculum incorporates not only France but other Francophone countries such as Switzerland, Belgium, and French-speaking African countries. The uniqueness of Québec as a Francophone province is discussed, as well as issues related to immigration and gender equality in France. Cultural values and comparisons of ideas that are currently being debated at the national level are an integral part of the curriculum. This includes problems arising in bilingual education, traditional gender roles in Hispanic societies and sex and gender issues in Greek and Roman society and literature. Also important is the degree to which technological innovations should be incorporated into our curriculum and the extent to which such innovations contribute to or detract from the learning experience.

Our outreach efforts both within and outside the University community have increased our visibility and resulted in a foreign film series, lectures, musical programs and a variety of events open to the public during National Foreign Language Week, Hispanic Heritage Month and National French Week. These provide opportunities for students to engage in French, Spanish and German conversation groups and gain cultural enrichment in an informal setting. The Spanish Club maintains monthly meetings, works with the local Plaza Comunitaria, and
promotes Hispanic culture through various events during Hispanic Heritage Month and Foreign Language Week.

The French Club is organized as a Blackboard group with students from each level as leaders. Students can e-mail groups or individuals to arrange activities. Among activities students plan to coordinate are dinners and French films.

The Classics Club provides majors and minors in Classics, Latin or Greek the opportunity to participate in weekly meetings to present and discuss themes pertinent to the study of mythology, art, or famous historical figures. Excursions are made to further enhance students’ needs outside the classroom (i.e., to tour the replica of the Parthenon in Nashville, TN). The Club also sponsors a film series during the Fall semester.

In addition, the French Honor Society (Pi Delta Phi) and the Spanish Honor Society (Sigma Delta Pi) have initiation luncheons and sponsor activities for students and the University community (*Appendix III – C*).

**Student Evaluation of Faculty**

3.6

As part of our regular evaluation process, students evaluate faculty teaching at the end of each semester. The University has a standard evaluation form that is supplemented by a departmental form. Students are asked to respond to five questions with a range from strong agreement to strong disagreement. These questions cover teaching effectiveness, clarity of presentation, preparedness for class, willingness to help students, and fairness in grading. Students also have the opportunity to respond freely to four further questions that seek input on areas in which the instructor and the course could improve. Students are prompted to note course elements that should not be changed and areas in which the instructor excels. The
supplemental departmental form has seven areas for student comment and three questions that assess the student’s individual preparation. The results of these evaluations are tabulated and returned to the Department. The report presents the statistical breakdown of each question for the Department and each language of instruction. The Department Head reviews the data and consults with faculty in the language areas as needed. The information is maintained in the Department office.

Student evaluation of departmental teaching has been uniformly positive. In the Fall 2008 semester, 52% of the students strongly agreed that instructors in foreign languages are effective teachers, 31.2% expressed moderate agreement with this statement, and 11.1% slightly agreed with this statement. In total 94.3% of students in Fall 2008 agreed with the statement: “the instructor of this class is an effective teacher.” The statistic for this question in the 2009 Spring semester is similar with a total of 96.7% of the respondents affirming the effectiveness of the department’s instructors. This total breaks down to 61% as strong, 28.3% as moderate, and 7.4% as slight agreement.

<table>
<thead>
<tr>
<th>STUDENT RATINGS OF FACULTY</th>
</tr>
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</table>

Responses to statement: The instructor of this class is an effective teacher.

<table>
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<tr>
<th></th>
<th>UTC</th>
<th>College</th>
<th>Dept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly Agree</td>
<td>8.8%</td>
<td>8.7%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Moderately Agree</td>
<td>24.1%</td>
<td>24.4%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>60.9%</td>
<td>61.0%</td>
<td>52.0%</td>
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</table>
Responses to statement: **My instructor presents the subject matter clearly.**

![Graph showing responses to instructor clarity]

<table>
<thead>
<tr>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>UTC</td>
<td>9.9%</td>
<td>24.5%</td>
</tr>
<tr>
<td>College</td>
<td>9.9%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Dept</td>
<td>13.9%</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

Responses to statement: **My instructor is well-prepared for class.**

![Graph showing responses to instructor preparedness]

<table>
<thead>
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<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTC</td>
<td>5.3%</td>
<td>17.4%</td>
</tr>
<tr>
<td>College</td>
<td>4.9%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Dept</td>
<td>6.4%</td>
<td>74.2%</td>
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Responses to statement: **My instructor is willing to help students.**

![Graph showing responses to instructor helpfulness]

<table>
<thead>
<tr>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTC</td>
<td>6.3%</td>
<td>16.2%</td>
</tr>
<tr>
<td>College</td>
<td>6.6%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Dept</td>
<td>6.8%</td>
<td>71.1%</td>
</tr>
</tbody>
</table>
Responses to statement: My instructor grades fairly.

Teaching is also evaluated by video recording of classes taught by faculty undergoing retention, tenure, or promotion evaluation. The videos are viewed by all members of the departmental Tenure and Promotion Committee during their deliberations prior to making a recommendation to the Head, who also reviews the video recordings before making her recommendation to the Dean. (Appendix III – D).
Presently, there are **nine full-time faculty** members in the Department of Foreign Languages and Literatures, of whom two are lecturers on yearly renewable contracts and one on a one-year contract. We have **nine adjunct faculty**. Staffing for our program is one of our main concerns. When Dr. Oralia Preble-Niemi, our specialist in Ibero-American literature, retired last year, there resulted insufficient diversity in preparation to adequately cover the course offerings for the Spanish major. A distinct need exists for an instructor in a tenure-track position who can teach advanced courses in Latin American literature and assist with the coverage of the advanced Spanish grammar and Spanish phonetics and phonology courses. The lack of staffing has limited our ability to design and offer new courses. These needs are particularly acute in Spanish, where beginning and intermediate sections have had to be cancelled when adjunct faculty could not be found. It has sometimes prevented us from offering upper-level courses that students need to complete their major and graduate. Lack of staffing also prevents us from teaching our modern language offerings (literature in translation) on a regular basis. Since finding qualified adjunct instructors is difficult, we sometimes assign paid overloads to full-time faculty members. This is unavoidable due to senior faculty members who are on sabbatical or not replaced.

More than two-thirds of the UTC faculty teaches nine hours per semester. In some departments large classes are counted as two sections. Foreign language classes cannot be effectively taught with more than 30 students. While our teaching load is 12 or more hours per semester, in some departments it is 9 hours. Our tenure-track faculty should have a teaching
load equitable with the rest of the UTC faculty. The twenty-four hour teaching load is also a stumbling block for new faculty recruitment.

In view of our enrollment growth, our tenure-track faculty has insufficient time for research, service, advisement, special projects, honors courses and thesis supervision. We do not have the opportunity to teach the senior seminar on a regular basis. All these activities are essential to student and faculty development.

In addition, lack of staffing results in faculty expertise not being fully utilized outside the Department. For example, this prevents us from teaching Western Humanities courses for the General Education program and our own foreign literature in translation courses. The work load is particularly inequitable for those faculty members teaching multiple sections of beginning and /or intermediate level courses. Nevertheless, we are proud that in spite of staffing issues, we are able to provide students with a quality program.

The only release time or reassignments that have taken place in the Department during the last five years are as follows:

Dr. Preble-Niemi, 6 hour reassignment as head of the department (retired)
Dr. Bohrer, 6 hours reassignment as Coordinator of Freshman Seminar (retired)
Dr. Campa, 3 hour reassignment as President of Faculty Senate; 3 hour release for research and class visitation of adjunct and new faculty
Dr. Sturzer, 6 hour reassignment to head the department, 12 hour sabbatical (Fall 2004)
Dr. Purkey, 2 hour reassignment for supervision and coordination of Spanish elementary and intermediate courses.
Dr. Steinberg, 12 hour sabbatical (Spring 2005)
Mr. Segura, 3 hours for Language Laboratory supervision.

Our increasing dependence on adjunct faculty is documented on the graphs below.
**STUDENT CREDIT HOUR PRODUCTION PER FTE FACULTY (ADJUNTS NOT INCLUDED)**

### Student Credit Hours/Faculty Member/Semester

![Graph showing student credit hours per faculty member/semester for different years and departments.]

**STUDENT CREDIT HOUR PRODUCTION PER FTE FACULTY (ADJUNTS INCLUDED)**

### Student Credit Hours/Faculty Member/Semester

![Graph showing student credit hours per faculty member/semester for different years and departments, including adjuncts.]

Percent of courses taught by regular vs. adjunct faculty for Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Credit hours of courses taught by regular faculty</td>
<td>2205</td>
<td>85.5%</td>
</tr>
<tr>
<td>Credit hours of courses taught by adjunct faculty</td>
<td>374</td>
<td>14.5%</td>
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</table>

The increase in our adjunct and faculty overload expenses has been particularly significant the last two years when we have had increased enrollments and reduced staffing.
Adjunct/Overload expenses  Fall 2004 – Fall 2009

<p>| | | | | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Adjunct/Overload expenses</td>
<td>$11,903</td>
<td>$15,192</td>
<td>$11,034</td>
<td>$9,891</td>
<td>$11,674</td>
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<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>$12,244</td>
<td>$13,113</td>
<td>$19,336</td>
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<td>$55,004</td>
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</table>

(Source: Office of the Dean, College of Arts and Sciences)

It is worth noting that our total student credit hour production jumped dramatically between Fall 2005 (2458) to Fall 2009 (3654): an increase of 49%.

<table>
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<td>LOWER</td>
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<td>368</td>
<td>441</td>
<td>317</td>
<td>492</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>2458</td>
<td>2354</td>
<td>2546</td>
<td>2686</td>
<td>3654</td>
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</table>

Our student credit hour production per FTE faculty increased significantly, especially between 2008 – 2009:

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<tr>
<td></td>
<td>209.37</td>
<td>217.56</td>
<td>220.05</td>
<td>218.37</td>
<td>248.40</td>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(includes both full-time figures above)</td>
<td>273.11</td>
<td>261.56</td>
<td>265.76</td>
<td>283.03</td>
<td>398.47</td>
</tr>
</tbody>
</table>

(Source: Office of Planning, Evaluation, and Institutional Research)

Faculty Compensation

Professor  (Includes change from 12 mo. to 9 mo. salary)

<table>
<thead>
<tr>
<th></th>
<th>AVERAGE SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UTC AAUP II-A Public SREB III Institutions Dept. of Foreign Languages</td>
</tr>
<tr>
<td>2008-09</td>
<td>$84,294</td>
</tr>
</tbody>
</table>
**Associate Professor** (Includes promotion Assistant to Associate)

<table>
<thead>
<tr>
<th>Year</th>
<th>UTC</th>
<th>AAUP II-A Public</th>
<th>SREB III Institutions</th>
<th>Dept. of Foreign Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$66,691</td>
<td>$69,163</td>
<td>$51,811</td>
<td></td>
</tr>
</tbody>
</table>

**Assistant Professor**

<table>
<thead>
<tr>
<th>Year</th>
<th>UTC</th>
<th>AAUP II-A Public</th>
<th>SREB III Institutions</th>
<th>Dept. of Foreign Languages</th>
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</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$54,370</td>
<td>$58,501</td>
<td>$43,344</td>
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</table>

**Lecturer**

<table>
<thead>
<tr>
<th>Year</th>
<th>UTC</th>
<th>AAUP II-A Public</th>
<th>Dept. of Foreign Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>$36,150</td>
<td></td>
<td>$32,211</td>
</tr>
</tbody>
</table>

(Source: Office of the Dean of Arts and Sciences; Office of Planning, Evaluation, and Institutional Research)

It is evident that between 2004 - 2009, our salaries have not compared favorably with the University or SREB III institutions. With one exception due to a promotion, there have been no salary increases in the last two years. While we recognize the impact of budget cuts imposed on the University by the State, our salaries are nevertheless significantly below the average for UTC in each rank and all categories.

**4.2 Faculty Diversity**

**Ethnicity**

Among current full-time faculty mentioned above, there are no African-Americans. Two are of Hispanic background (22% of the total). This percentage is above that of the UTC faculty at large, which stands at 1.75% for Fall 2008. We acknowledge the lack of African-American faculty, although we are not different from the norm for foreign language faculty nationally. As
for faculty of Hispanic background, we are a model for the University. We have no full-time faculty of Asian background, except our adjuncts, as noted below.

Over the five years of this Self-Study, the Department has had a maximum of nine adjunct instructors and two native informants, one for Italian and the other for Arabic. We no longer teach Arabic. Among this group, there are no African-Americans, one is Hispanic (11.1%), two are Asian (22.2%) and six Caucasian (66.6%). This compares favorably with the university as a whole.

Gender

Five members the Department are female, constituting 55% of the total. This has varied only slightly in the last five years. The percentage of UTC faculty who are female based on Fall 2008 is 45.5%. Being slightly above the university percentage, we are doing well in this area. We would like to maintain a balance between male and female faculty. The percentage of female adjunct faculty in the Department parallels that of the full-time faculty, with only slight variation.

For the most part the Department is doing quite well in its efforts to include under-represented groups in its activities. We are fulfilling the mission of an engaged metropolitan university, as stated in the UTC Strategic Planning Report 2008-2013, p. 3: “Diversity at UTC will include the opportunity to study, live, and work in cultures different from the student’s or faculty member’s own culture. We will develop and enhance international programs for students, faculty, and administrators.” Our focus on various cultures, both past and present, makes us particularly sensitive to this issue.
4.3 – 4.4 Faculty Profiles and Credentials

There is a broad range of scholarly inquiry reflected in the participation of our faculty in research, scholarship, and creative activity during 2004 – 2009. Overall, the scholarly quality and quantity of the research output compares very well to that of faculty at similar institutions.

(Appendix IV – A)

Richard B. Apgar (Ph.D. in German, The University of North Carolina -Chapel Hill) He is interested in contemporary German language and culture focusing on eighteenth- and nineteenth-century travel literature. He has delivered five papers at scholarly conferences and has published one book review.

Pedro Campa (Ph.D. in Spanish Literature, The University of Illinois at Champaign-Urbana) He has researched word and image in Renaissance and Baroque literature and published three articles and five reviews. He also read five scholarly presentations at national and international conferences. He served as an evaluator for one publisher, organized two conference sessions, and chaired one session in which he served as a respondent. Dr. Campa serves on the editorial board of the journal Emblematica and continues to serve on the editorial board of the series Imago Figurata. He reviewed a manuscript for the publisher Brill.

Joshua Davies (Ph.D. in Classics, The University of California -Berkeley) The research interests of Dr. Davies focus on Latin and Greek Patristics, Cicero and St. Augustine. He has delivered six papers at scholarly conferences and has two forthcoming articles in refereed journals.

John Phillips (Ph.D. in Classics, The University of Wisconsin) Dr. Phillips has a half-time appointment in our Department and the other in the Department of Philosophy and Religion. His research interest is in Ancient Greek literature and Neoplatonic philosophy. He has published a book, five journal articles and four reviews. He has also read seven scholarly presentations at regional, national and international conferences. Presently he is working on an edition, translation, and notes of the works of Atticus. He has reviewed manuscripts for Oxford University Press and The International Journal of the Platonic Tradition. Dr. Phillips also serves as the Head of the Philosophy Department.

Lynn Purkey (Ph.D. in Spanish literature, The University of California –Berkeley) Her research area is 20th century Spanish literature, specifically the literature of the Civil War and the influence of Russian literature during the Spanish Republic. She has presented eleven papers at international, national and regional conferences, has published two articles and two book reviews.
**Victoria Steinberg** (Ph.D. in French, The Ohio State University) Dr. Steinberg conducts research in French and francophone cinema and 20th century literature. She published one article and read five scholarly presentations at regional and national professional conferences. She also organized a session at a scholarly conference. She has reviewed articles for *Coastal Review.* Dr. Steinberg has received several grants during the period under review, including an American Library Association grant, a UC Foundation grant for enhancing student success, and an Instructional Excellence grant.

**Felicia Sturzer** (Ph.D. in French Literature, The State University of New York at Buffalo) Dr. Sturzer is the Interim Head of the Department. Her research interests are in the Enlightenment, the works of 18th century French women writers, and the epistolary novel. She has published one article and an entry in a biographical dictionary and published four book reviews in scholarly journals. In addition, she has delivered eight papers, chaired two panels and been a respondent at national, regional, and local conferences. She serves on the Editorial Board of *XVIII New Perspectives on the Eighteenth-Century* and *Women in French Studies.*

**Hilary Browder** (M.A. in Spanish, Auburn University), **Víctor Segura** (M.A. in Spanish, The University of Arkansas) and **Lucía Montas** (M.A., The University of Florida) are currently non-tenure track lecturers in the Department.

Our faculty members meet the qualifications for the courses they teach.

- **Greek and Latin:** The preparation of Dr. Davies and Dr. Phillips is sufficiently diverse and varied to provide the appropriate course offerings for the Latin and Latin/Greek majors at all levels.

- **French:** Dr. Sturzer and Dr. Steinberg, with the assistance of Dr. Campa and Dr. Stanley when necessary, provided appropriate course offerings for the major concentration. With Dr. Campa now teaching only in the Spanish program and Dr. Stanley’s retirement, this will no longer be possible. Ms. Karen Buntin, our French adjunct, teaches two elementary French courses.

- **Spanish:** Dr. Campa, Dr. Purkey, and our lecturers provide the intermediate and advanced course offerings for the Spanish program. Dr. Roberto Rojas has taught elementary, intermediate and advanced Spanish grammar and syntax for the Department as an adjunct instructor but is expected to retire sometime next year. This would leave us with only one qualified adjunct instructor in Spanish for upper-level classes, Dr. Steve Walden. However, his schedule as a teacher in a Georgia public school does not allow him to carry a larger class load.

- **German:** Since German courses have been taught primarily as service courses, Dr. Stanley taught the elementary and intermediate German, with more advanced courses on an independent studies basis as needed to accommodate student interest. Dr. Apgar has proposed a minor in German and is qualified to teach all levels of the language.
4.5 Professional Development, Faculty Service, Grants

Every member of the full-time faculty participates in service to UTC and the community. Many of these activities contribute to our professional development. Assistance is provided to faculty whose teaching needs improvement through: 1) participation in programs provided by the Walker Teaching Resource Center that are tailored to individual needs; 2) the use of books in the departmental library that address second language acquisition, teaching theory and methodology; and 3) informal peer review and mentoring based on class visitation and testing procedures.

During the period of this Self-Study, the faculty has engaged in a variety of development activities. All new and adjunct faculty are mentored by the Head and by the coordinators of the French and Spanish programs. The Head orients them on departmental and university regulations and facilities. The coordinators assist them with syllabus development and materials. All final exams at the elementary level are structured by the coordinators and slightly modified by individual instructors as required by their teaching style. Non-tenure track lecturers are also assigned departmental duties, but not required to serve in university-wide committees.

Faculty Service Summary 2004 – 2009

Dr. Pedro Campa is an advisor for Spanish majors. He is currently President of the Faculty Senate, a member of the UT Council and the Tennessee Universities Faculty Senates Organization and the convener for the UTC Council of Scholars. He also chairs the departmental Promotion and Tenure Committee. He frequently interprets for the DA Office in Hamilton County, Federal Court and is a consultant to many local industries in technical translation and product registration. He conducts the Oral Proficiency Interview in Spanish in order to qualify officers in the Chattanooga Police Department as interpreters for basic police work. Dr. Campa and Dr. Purkey are the liaisons with the Chattanooga Plaza Comunitaria, sponsored by Chattanooga State Community College and the Mexican Consulate.
**Dr. Joshua Davies** is advisor to the Classics Club. He revised the Classics minor and served on the departmental Curriculum Committee. He also served on the University Library Committee and has participated in the *Areopagus* Literary Society at Girls Preparatory School as well as activities with the Chattanooga School for the Arts and Sciences.

**Dr. John Phillips** is a member of the Ethics Board of the Chattanooga/Columbia HCA Hospitals and a member of the Ethics Committee of Siskin Hospital. In addition, he regularly lectures to various schools in the area.

**Dr. Lynn Purkey** is coordinator for the Spanish 101 and 102 courses and the sponsor and advisor for Sigma Delta Pi, the Spanish honor society. She also serves as an advisor for Secondary Education foreign language majors and for M.Ed. students with a foreign language content area. In addition, she is the departmental liaison for the Teacher Preparation Academy. She continues to serve on departmental honors committees. Dr. Purkey was a member of the Executive Committee and served as secretary of Faculty Senate where she is presently a member of the Committee on Committees. She serves as advisor of the Spanish club, has served on the petitions and faculty research committees, as well as departmental search committees. She coordinates our study abroad program for Spain.

**Dr. Victoria Steinberg** advises French majors and minors, is faculty advisor of the French Club, and hosts the “Café Causette” (topical French conversation table). She served on the Executive Committee for the Southeast Women’s Studies Association for one year and is the faculty advisor to the Women’s Studies’ student organization. Dr. Steinberg is also a member of the Faculty Senate and the Chair of the General Education Committee. She served as Chair of the Quality Enhancement Plan Committee in preparation for our forthcoming SACS visitation. In 2006 Dr. Steinberg was the recipient of the Jane Harbaugh Award for distinguished service to the university. She received the Student Government Association Outstanding Professor award in 2008-09. She is on the Board of Directors of Girls Inc. and on the Executive Committee of SEWSEA, a regional Women’s Studies organization, whose conference she organized in 2007. She coordinates our Study Abroad program in Paris.

**Dr. Felicia Sturzer**, the interim Head of the Department, also coordinates our French program. She served as a member of the Undergraduate Curriculum Committee, the Standards Committee, the SACS Accreditation Committee, the Women’s Studies Advisory Council, the Faculty Senate, and the General Education Committee. She is also a member of the Council of Scholars. She served on the Executive Board of the Southeastern American Society for Eighteenth-Century Studies. In addition to serving as faculty advisor for Pi Delta Phi, the French Honor Society, she advises French majors and minors, and evaluates transcripts for study abroad.
During the period of this self-study, our faculty received the following grants and sabbaticals:

**Dr. Joshua Davies**
- Marco Institute grant- UT Knoxville for $4950– summer 2009
- Faculty Enhancement grant for $1000 - summer 2009
- Library Enhancement grant to upgrade the classics collection in Lupton Library- 2008

**Dr. Victoria Steinberg**
- Sabbatical in Spring 2005
- Instructional Excellence grant - $2865  for “Learning Strategies” seminar – 2006
- UC Foundation Board of Trustees grant for $7500 entitled “The Learning Continuum” -- included purchase of licenses for the software program Auralog—2007-08: focus on learning strategies to improve student proficiency scores in foreign languages; partnered with Office of Students with Disabilities
- American Library Association grant with the Jewish Community Center and the Hamilton County Bicentennial Library - $5000 for “Let’s Talk About It!”, a ten-week, five-part lecture/discussion series with the greater community on Jewish literature - $5000 – Fall 2008

**Dr. Felicia Sturzer**
- Sabbatical in Fall 2004

Other faculty members applied for grants as well, but they were not funded.

### 4.6 Current Adjunct Faculty—Qualifications, Credentials

**Karen Buntin** (M.A. in French, The University of Tennessee at Knoxville) teaches elementary French.

**Kathy Behling** (M.Ed. in Spanish, West Georgia University) teaches elementary Spanish.

**Thomas K. Jones** (Ed.D., The University of Tennessee at Knoxville, M.A. in Spanish) teaches elementary Spanish.

**E. Phillip Jones** (Ed.D. The University of Alabama-Tuscaloosa, 18 graduate hours in Spanish, Georgia State University) teaches elementary and intermediate Spanish.

**Eiko Namiki** (M.A. in Cultural Studies, Keisen University – Tokyo) teaches elementary and intermediate Japanese.

**Roberto Rojas** (Ph.D. in Spanish, The University of Tennessee at Knoxville) teaches elementary and intermediate Spanish.

**Robert Stanley** (Ph.D. in French, M.A. in German- The University of North Carolina at Chapel Hill) teaches intermediate French.

**Amy Wang** (B.A., Georgetown University, M.B.A. program at UTC) teaches elementary and intermediate Chinese.
Steve Walden (Ph.D. in Romance Languages—Portuguese/Spanish, The University of Tennessee at Knoxville) teaches elementary and intermediate Portuguese and elementary Spanish. In 2007 he received the Outstanding Adjunct Award.

We have been fortunate this year, when our enrollment has surpassed the 10,500 mark, to find qualified adjunct faculty to staff the overflow of students. There is only one exception among our adjuncts to the SACS guidelines. Ms. Amy Wang is a native speaker of Chinese who has taken many courses in Chinese language and culture as an undergraduate and is currently in an M.B.A. program at UTC. Ms. Leslie Morrow does not have a graduate degree, but she is a native informant used in the practicum for the on-line Auralog Italian class. Mr. Abe Elayan was a native informant in Arabic. They taught these languages with online materials under the supervision of Dr. Steinberg.

Former/Retired Full-time Faculty 2004 -2009

Ronald G. Bohrer, retired (Ph.D in Classics, The University of Colorado) He served as the Director and Coordinator of the Freshman Seminar for many years and as supervisor and recruiter for the instructors in the program.

Oralia Preble-Niemi, retired (Ph.D in Spanish, The University of North Carolina, Chapel Hill) was Department Head and focused her research on the literature of Central American writers. She published several articles in refereed journals and collections of scholarly essays as well as edited a collection of essays. A translation of three poetry books by a Guatemalan poet is forthcoming. She presented papers and organized sessions at regional, national, and international conferences and served as an external evaluator of the scholarly writings.

Robert Stanley, retired (Ph.D in French, The University of North Carolina, Chapel Hill) and an adjunct in Fall 2009, is interested in nineteenth- and twentieth-century French literature. He has published two articles and delivered ten papers at scholarly conferences.

Kathryn Thompson (Ph.D in Spanish language and Hispanic literature, The University of California-Riverside) served for two years in a tenure-track position. She published two reviews and was the department’s liaison with the foreign language education students.

Tonkge Zhou, visiting lecturer (B.A., Nanjing University-China) was here for one year and taught beginning and intermediate Chinese.
Previous Lecturers/Adjuncts

Debra Phillips-Dickerson (M.A. in Spanish, SUNY-Stony Brook) was a lecturer in Spanish. Regina Ragon (M.A. in teaching Spanish, The University of Georgia, Moore College) was an adjunct in Spanish. John Gladstein (M.A. in Latin American Studies, Indiana University) was a lecturer in Spanish. Evelyn Tharpe (Ph.D. in English, 18 graduate hours in Latin, The University of Tennessee, Knoxville) was an adjunct in Latin.

Retirement Outlook

We anticipate two phased retirements in the next five years. When one of these retirements takes place, the Department will seek an instructor who can cover Spanish Latin American literature and Spanish linguistics.

4.7 Faculty Evaluation

All faculty members at the University are evaluated yearly. The evaluation procedures are written by a committee of the Faculty Senate whose members are elected. The process is defined in the Faculty Handbook: “At UTC, Faculty Evaluation and Development by Objectives (EDO) is an annual performance oriented system that is based on identifying objectives, establishing a realistic program for obtaining these objectives, and evaluating and rewarding performance in achieving them” (Source: The UTC Faculty Handbook, chapter 3, p. 1). Tenured and non-tenured faculty are evaluated according to guidelines in the Faculty Handbook.

In the EDO document, faculty members establish yearly objectives in the following categories: instructional and advisement activities, research, scholarly, and creative activities, and professional service. In the Spring term, individuals write a self-evaluation describing how they have met their goals. The Department Head reviews the summary of activities and evaluates the faculty member in each of the above categories. The evaluation is rated as: Meets Expectations for Rank, Needs Improvement for Rank or Unsatisfactory for Rank. The latter two
categories initiate a remediation process. A separate category for Exceeds Expectations of Rank requires special justification and approval by the Dean and Provost. Following approval by the faculty member and Department Head, EDO forms are submitted to the Dean, who forwards them to the Provost. (*Appendix IV – B*)

<table>
<thead>
<tr>
<th>EDO Calendar Departmental Objectives Conference April 1-15</th>
<th>Overall departmental objectives, derived from university and college objectives, are discussed and agreed upon by the academic department heads and the departmental faculty members to provide guidelines for the development of individual objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Objectives Conference for Returning Faculty member April 15-30</strong></td>
<td>Faculty member submits written objectives for forthcoming year (May 1 - April 30) on Individual Objectives Sheet to the academic department head; followed by a conference between the faculty member and head to negotiate and agree on the objectives.</td>
</tr>
<tr>
<td><strong>Individual Objectives Conference for New Faculty members Sept. 15-Oct. 15</strong></td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>Review Individual Objectives (optional) Sept. 15-Oct. 15</strong></td>
<td>Individual objectives may be reviewed by faculty member and head and, if necessary, modified. Faculty member may</td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>March 1 – 16*</td>
<td>Faculty member submits Individual Performance Report Form to academic department head. The head evaluates performance of routine responsibilities and individual objectives met, and assigns the faculty member a performance ranking. The faculty member has the right to request a meeting with the head within one working week to discuss and/or respond in writing to the evaluation.</td>
</tr>
<tr>
<td>March 30</td>
<td>Two copies of EDO Individual Objectives Sheet, Individual Performance Report Form, Individual Evaluation Form, and any other supporting documentation, including the faculty member’s written response to the evaluation, are submitted by the academic department head to the dean.</td>
</tr>
</tbody>
</table>

(Source: The UTC Faculty Handbook, chapter 3).
PART V. SUPPORT

5.1 Equipment

Currently all full-time faculty members in the Department have a University computer.

Adjuncts share three computers and a printer. Several computers need replacement, with more needed for our adjuncts.

### Department Computer Survey

<table>
<thead>
<tr>
<th>Description</th>
<th>Date Purchased</th>
<th>Person Assigned</th>
<th>Inventory #</th>
<th>Acquisition Cost</th>
<th>Age (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dell PC</td>
<td>6/30/2004</td>
<td>V. Segura</td>
<td>548943</td>
<td>$1,261.70</td>
<td>5</td>
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<td>Dell PC</td>
<td>7/31/2002</td>
<td>Secretary</td>
<td>535364</td>
<td>$1,763.00</td>
<td>7</td>
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<tr>
<td>Dell Laptop</td>
<td>7/27/2006</td>
<td>L. Purkey</td>
<td>567057</td>
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<td>3</td>
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<td>Macbook</td>
<td>1/11/2008</td>
<td>J. Davies</td>
<td>579025</td>
<td>$1,553.00</td>
<td>1</td>
</tr>
<tr>
<td>PC</td>
<td>3/7/2005</td>
<td>F. Sturzer</td>
<td>550562</td>
<td>$1,326.76</td>
<td>4</td>
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<td>Dell PC</td>
<td>11/25/02</td>
<td>V. Steinberg</td>
<td>530999</td>
<td>$1,597.00</td>
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</tr>
<tr>
<td>Macbook</td>
<td>1/26/2007</td>
<td>V. Steinberg</td>
<td>567467</td>
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<td>Dell Laptop</td>
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<td>R. Apgar</td>
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<td>P. Campa</td>
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<td>H. Browder</td>
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</table>

### Other Equipment Purchased 2004 - 2009

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<th>Description</th>
<th>Quantity</th>
<th>Date</th>
<th>Total Cost</th>
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<tr>
<td>IMACS (lab)</td>
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<td>06/23/08</td>
<td>1,168.05*27=31,537.35</td>
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<tr>
<td>HP LaserJet Printer</td>
<td>1</td>
<td>5/16/05</td>
<td>1,077.39</td>
</tr>
</tbody>
</table>

### Language Laboratory

We currently have 27 computers for student access, with one computer at the front desk and a computer/media server. Each student computer has a headset connected to a central console. The cassette decks on the console are not functioning, but if we could obtain software suggested by Northwestern University, it would be compatible with our computers and the console. This would require rewiring the lab, which needs renovation. To optimize use,
the work stations need to be rearranged. We have consulted with IT personnel and are awaiting their input. Including new software, we estimate costs to range between $40,000 - $50,000.

**Office and Classroom Space**

Our adjunct instructors share one office. Two lecturers share an office and there is a work space in the language lab for the director. All our offices need renovation and we need space for a seminar - reading room that can be used by our students and faculty. Students frequently need a room for make-up tests or to complete assignments requiring use of audio-visuals when the language lab is not available. Such a seminar room would fulfill this need, and also be used to store our video collection. Currently we are using the office of our former Department Head as a seminar room.

We don’t have enough classrooms in Brock Hall to meet our needs. Some of our faculty must teach in other buildings. While we understand that this is sometimes necessary, most of our courses require Smart Classrooms which are not always available in other buildings.

Insufficient space is unfortunately a campus-wide problem.

**Operating Budget**

**5.2 Budget Allotment Amounts**

<table>
<thead>
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<th>Budget Area</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>5 yr AVG</th>
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<tbody>
<tr>
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<td>Travel</td>
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<tr>
<td>Media Processing</td>
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<td>700</td>
<td>700</td>
<td>700</td>
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<td>Communication</td>
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<tr>
<td>Maintenance &amp; Repairs</td>
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<tr>
<td>Prof Srvcs &amp; Membshps</td>
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<tr>
<td>Supplies</td>
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<td>1900</td>
<td>2492</td>
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<tr>
<td>Contract &amp; Spcl Servs</td>
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<tr>
<td><strong>Total</strong></td>
<td>10,304</td>
<td>10,304</td>
<td>13,569</td>
<td>13,569</td>
<td>14,846</td>
<td>12,518.40</td>
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<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Clerical</th>
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<tbody>
<tr>
<td>2004-2005</td>
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<td>2005-2006</td>
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<tr>
<td>2006-2007</td>
<td>24,850</td>
<td>4145</td>
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<td>2007-2008</td>
<td>19,864</td>
<td>4145</td>
</tr>
<tr>
<td>2008-2009</td>
<td>19,864</td>
<td>4145</td>
</tr>
<tr>
<td>2009–2010</td>
<td>19,864</td>
<td>4145</td>
</tr>
</tbody>
</table>

(Source: Office of the Dean, College of Arts and Sciences)

Members of the Department attend a substantial number of scholarly conferences, as indicated in the section under Faculty, and our travel budget is insufficient. Extra funding may be applied for through the Dean of Arts and Sciences, but given the University’s financial situation, it is unlikely funds will be available. Faculty may also apply for Faculty Development Grants for additional travel funds to special collections or conferences. Lack of funding limits the number of scholarly conferences faculty members are able to attend.

Since 2007, our supplies budget has remained the same. As students access more materials electronically and through Blackboard, the cost of duplication can be controlled to a certain extent. However, many students do not have printers and ask for hard copies of materials we send electronically. Our duplicating costs have thus increased substantially.

Our clerical budget decreased by 12% from 2004 – 2009. During this period we hired a new secretary at a lower salary. We currently have one work-study student allotted to us but we need more. Our bi-weekly budget has not changed in ten years and remains at $4,145. We use this to pay student assistants during the summer who work in the Language Lab. We have no separate funds for this purpose.
Our operating budget per full-time faculty member decreased by 6.5% in the last year.

Our operating budget per student major and per student credit hour production increased.
Enrollment and Graduation Rates

5.3

Enrollment Trends

Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008
---|---|---|---|---
BA Foreign Lang & Lit | 44 | 43 | 34 | 50 | 56
BS Foreign Lang Ed | 0 | 2 | 11 | 10 | 8
BS Secondary Foreign Lang | 9 | 6 | 2 | 1 | 0

Figure 2: Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Foreign Lang</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>BS Foreign Lang Ed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BS Secondary Foreign Lang</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
### STUDENT RETENTION RATES

![Retention Rates Graph](image)

<table>
<thead>
<tr>
<th></th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Enrolled</td>
<td>31%</td>
<td>46%</td>
<td>24%</td>
<td>33%</td>
<td>39%</td>
</tr>
<tr>
<td>Migrated Out</td>
<td>23%</td>
<td>31%</td>
<td>12%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Returned</td>
<td>46%</td>
<td>23%</td>
<td>64%</td>
<td>61%</td>
<td>50%</td>
</tr>
</tbody>
</table>

(Source: Department Profile, Office of Planning, Evaluation and Institutional Research)

### MAJOR ENROLLMENT

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA FOREIGN LANG: FRENCH</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>BA FOREIGN LANG: GREEK &amp; LATIN</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BA FOREIGN LANG: LATIN</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>BA FOREIGN LANG: SPANISH</td>
<td>31</td>
<td>25</td>
<td>38</td>
<td>46</td>
<td>49</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>43</strong></td>
<td><strong>34</strong></td>
<td><strong>50</strong></td>
<td><strong>56</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

Between 2004-2009, our student credit hours increased from 2321 to 3617—56%.

Between 2008 and 2009, student credit hours increased from 2686 to 3617-- 35%, which is the largest increase in the College of Arts and Sciences. Our major enrollment increased from 43 in Fall 2004 to 67 in Fall 2009, or 56%.
Minors in our Department are a significant percentage of our students. Some major in one language and minor in another or combine the minor with another discipline.
Our retention rates have varied, with fewer students migrating out and a larger percentage returning as enrollment numbers increased. The drop in retention between Fall 2004 and 2005 was partly due to staffing issues. Our Department Head, Dr. Preble-Niemi, was on sabbatical. This reduced the number of upper-level Spanish courses taught, leaving fewer options for students to complete their major. Upon her return, we were able to offer more courses. In 2006 there was a sharp rise in retention, above the College and University average, followed by a slight drop in 2008 to the level of the University at large.

Several factors have negatively influenced our retention and graduation rates. The lack of sufficient faculty to teach required courses so students can graduate in a timely manner, the large number of beginning and intermediate courses taught by adjuncts rather than full-time
faculty and the fact that students in the Foreign Language Education program are not counted as majors in our Department or in our graduation rates.

<table>
<thead>
<tr>
<th>DEGREES AWARDED</th>
<th>FY 04-05</th>
<th>FY 05-06</th>
<th>FY 06-07</th>
<th>FY 07-08</th>
<th>FY 08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS SECONARY FOREIGN LANGUAGE</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

(Source: Department Profile, Teacher Preparation Academy, Office of Planning, Evaluation and Institutional Research)

We collaborate with the Teacher Preparation Academy in training teachers for the public schools, enabling them to meet the requirements for certification/licensure in the State of Tennessee as follows:

- For the B.S. degree in Foreign Language Education, students must complete the equivalent of a major in the target language in the Department of Foreign Languages (See UTC 2009-2010 Undergraduate Catalog, pp.185-186).
- The minor in education allows students to complete their B.A. degree in the language with selected education courses that satisfy licensure requirements. We advise these students and they take all their language courses in our Department.
- Faculty members in the Department of Foreign Languages routinely review transcripts, conduct interviews to verify oral proficiency, and advise students regarding their study abroad experience.
- We work closely with the Teacher Preparation Academy to meet State of Tennessee guidelines for teacher licensure, to maintain accreditation standards, and provide the best preparation possible for foreign language teachers, but these students are currently not counted as majors or degrees awarded in our Department.

We therefore propose adding the B.S. degree in Secondary Foreign Language Education to our program. It would parallel our B.A. degree in Foreign Languages with concentrations in French, Greek and Latin, Latin, or Spanish and become a B.A. degree in Foreign Languages: Secondary Education, with specializations in French, Greek and Latin, Latin or Spanish.

The rationale is as follows:
• The B.S. in Secondary Foreign Language Education and the B.A. in Foreign Languages both require 27 hours of upper division credit in a foreign language with 6 hours at the 400-level.

• The B.S. in Secondary Foreign Language Education is at risk due to its small size.

• This change would allow UTC to continue preparing students as foreign language educators by consolidating similar programs and contributing to community needs.

• This would benefit enrollment, retention, and graduation rates for Foreign Languages, preserve a small but valuable program in education, and fill a critical need for foreign language teachers in the State of Tennessee. (Appendix V – A)

In addition to the proposal above, we believe the following factors will positively impact our retention and graduation rates in the future:

• Increased enrollment trends in all our courses
• Increasing the number of faculty, especially in Spanish
• Supervision of multi-section courses by a tenure-track faculty member
• Improved articulation between elementary and intermediate French and Spanish sections
• Significant enrollment increases in German and Latin
• The Classics minor leading to more Latin or Latin-Greek majors
• The German minor growing into a major program
• Continued curriculum revisions with more options and flexibility for students
• Collaboration with faculty in the business school to make our program attractive to their students
• Better communication with students regarding course offerings and rotations
• Conducting surveys of minors and majors regarding our program
PART VI: Summary of Previous Evaluation

The following is a summary of our previous evaluation by Dr. Nancy Shumaker, Director of the Center for International Studies at Georgia Southern University.

Challenges

1. Too many demands on faculty
2. Heavy teaching loads, especially in Spanish
3. Rotation of required courses is problematic due to mixture of traditional and non-traditional students
4. Language lab needs updating
5. More space in main office to accommodate students

Needs

1. Additional tenure-track and adjunct faculty for service courses in Spanish
2. Develop a system to keep students informed about course rotation and degree requirements
3. Create a student resource room/study lounge close to the foreign language office
4. Provide more internship-type opportunities and hands-on experience in the target languages
5. Provide more opportunities for non-traditional students to interact with native speakers
6. Students in lower level classes would like total immersion experience
7. Investigate more non-restricted outside funding opportunities

Opportunities

1. Offer accelerated elementary and intermediate classses for 6 hours credit to meet demand
2. Update website with checklist for each degree program and rotation of courses
3. Reconfigure language lab by eliminating all but 6 – 8 cubicles and equip with new computers for interactive language study; use rest of space as a lounge area and library
4. Hold a one-day camp at the university with seniors and study abroad students as facilitators
5. Collaborate with the International Studies Office and outside community agencies to pair native speakers with local students
6. Award extra credit for activities requiring use of a foreign language
7. Identify appropriate fund-raising activities with assistance from the Office of Development
2004-2005 Goals - Implementation

We implemented the suggestions of the outside evaluator where feasible and formulated new goals based on these suggestions. Parts I – V of this document address these topics more fully.

Department of Foreign Languages & Literatures
2004-2005 Goals & Objectives

Curriculum and Instruction

I. PROVIDE STUDENTS THE BEST POSSIBLE BACKGROUND IN THEIR CHOSEN LANGUAGE, ADDRESSING THE BASIC LANGUAGE SKILLS OF UNDERSTANDING, SPEAKING (IN THE CASE OF MODERN LANGUAGES) READING AND WRITING THROUGH THE DESIGNS OF THE VARIOUS DEPARTMENTAL CURRICULA AND INSTRUCTIONAL DELIVERY. (College Goals IV, V)

A. Continue to review and revise departmental course offerings, and make other curricular changes deemed necessary.
B. Continue to utilize faculty efficaciously through the most appropriate teaching assignments.
C. Continue to monitor the employment and/or graduate school placements of departmental graduates.
D. Utilize student outcome results from 2003-2004 to drive the planning for maintenance of the first and second year level offerings.
E. Assess student outcomes at the end of the third year.

Implementation

1. We revised our curriculum by adding new online courses in Spanish, an advanced grammar course in French, and created a Classics minor.
2. We expanded our language offerings to include Japanese, Chinese, Italian and on occasion Portuguese.
3. We created 299r and 399r courses to engage student interest, enabling us to introduce new topics, such as business French and Paris as text without forcing lower level students to perform at the 400 level.
4. We more closely monitored assessment and outcomes measures through data entry into the TaskStream system and more fully integrated culture and technology into our teaching methodology, particularly at the elementary and intermediate levels.
5. We hired a new Assistant Professor of German to invigorate that program and develop a minor.
6. We need to improve monitoring of our graduates.
II. INSTILL IN THE STUDENTS AN AESTHETIC APPRECIATION FOR THE CULTURAL AND SOCIAL ENVIRONMENT OF FOREIGN LANGUAGE STUDY. *(College Goals II, III, IV)*

A. Continue to encourage student participation in study abroad by advising them of work, study and travel opportunities abroad and, where appropriate, refer them to the Director of International Studies.

B. Continue to encourage student participation in extracurricular foreign language activities on and off campus.

C. Involve students in service projects targeted at the local Hispanic community.

**Implementation**

1. The Department expanded our study abroad program in French and instituted a study abroad program in Spanish.
2. Our programs in Paris and Spain provide the opportunity for a shorter, less expensive means to live and study overseas.
3. Cultural awareness has been increased by creating internship opportunities for students, showing foreign language films, creating language-specific clubs, and encouraging eligible majors and minors to join honor societies in the language they are studying.

III. APPLY EXISTING AND NEW TECHNOLOGY AND SOFTWARE TO IMPROVE INSTRUCTION *(College Goals I, II)*

A. Continue to utilize the CD-ROM programs and online resources that are ancillary to the textbooks for the first year sequences of French and Spanish, and in some of the upper division offerings.

B. Encourage faculty to train in the use of Blackboard and to utilize it in their delivery of their courses.

C. Continue to utilize authentic language materials to help simulate the foreign cultures.

D. Continue to purchase video and computer based programs to enhance instruction, as budget permits.

**Implementation**

1. In addition to obtaining grants for these initiatives, our faculty participated in an Instructional Excellence seminar to foster implementation of software use across the curriculum. We also received two grants to implement technology across the foreign languages, an Instructional Excellence grant in 2006 and a UC Foundation grant in 2007-08. We created online courses in Spanish.
2. The use of technology and new software such as Auralog is especially evident in the lower level courses, including the newer courses in Chinese, Italian, and Japanese.
3. Individual faculty initiatives in this arena include the integration of iClickers into Spanish courses and systematic implementation of Blackboard use and text-
accompanied software. Even our placement test is now delivered via technology through the language lab, streamlining the process.

4. We have revised our web page and will work on a departmental Facebook group to better connect with students and colleagues.

FACULTY

IV. PROVIDE ADEQUATE FACULTY FOR THE DELIVERY OF EXCELLENT FOREIGN LANGUAGE INSTRUCTION. (College Goal V)

A. Request funding for an additional, full-time Instructor in Spanish, and make responsibilities for direction of the Language Lab part of his/her teaching load.
B. Continue to identify and recruit the best qualified adjunct faculty available in the area.
C. Review and make recommendations to the Administration regarding the heavy teaching load carried by FLL faculty.

Implementation

1. Our goals for faculty staffing have not been met due to economic conditions beyond our control. While we hired an assistant professor of German, Latin and Spanish, a Spanish lecturer, and adjuncts in Spanish, French and Chinese for Fall 2009, our staffing situation still needs to be addressed. The German and Latin positions replaced retired faculty.
2. We need a tenure-track position in Spanish with a specialty in Latin American studies and an additional Spanish position at least at the lecturer level to alleviate our heavy reliance on adjunct faculty.
3. If growth continues in French and Latin, we anticipate the need for more faculty in those programs.
4. Our staffing shortage has resulted in more rather than fewer overloads for regular faculty who already have heavy teaching loads.
5. There has not been an overall increase of tenured faculty.

V. ENGAGE IN PROFESSIONAL DEVELOPMENT ACTIVITIES. (College Goal IV)

A. Continue to investigate, on an ongoing basis, new teaching methods.
B. Participate in departmental or university workshops on techniques for incorporating the use of technology in foreign language instruction.

VI. ENGAGE IN SCHOLARLY ACTIVITIES. (No College Goal on this, but FLL considers it important)

A. As a faculty, attend at least ten professional meetings at the local, regional, national and/or international levels.
B. Present at least nine papers at professional meetings.
C. Submit for publication at least four articles or chapters in professional publications.
D. Encourage and supervise students in research and publication projects.

SERVICE TO THE UNIVERSITY AND THE COMMUNITY

VII. PARTICIPATE IN THE LIFE OF THE UNIVERSITY THROUGH SERVICE FUNCTIONS AT ALL LEVELS. (College Goals II, III, V)

A. Serve as academic advisors for foreign language and for graduate and undergraduate foreign language education students.
B. Serve as academic advisors for students with an undeclared major through service in Adult Services.
C. Serve as faculty advisors to student organizations related to foreign languages and cultures taught in the department.
D. Cooperate with the Admissions Office in their efforts to recruit potential foreign language majors.
E. Serve on departmental committees.
F. Provide avenues to develop greater awareness in students and extra-departmental colleagues of the importance and intrinsic values of the study of foreign languages and cultures.
G. Participate in extra-departmental academic programs.
H. Serve on University Committees, Councils, ad-hoc committees, task forces, and other groups charged with performing the extracurricular work of the institution.

VIII. ENCOURAGE QUALITY FOREIGN LANGUAGE INSTRUCTION AND AWARENESS OF FOREIGN LANGUAGES, COUNTRIES AND CULTURES IN THE SURROUNDING AREA. (College Goals II, III)

A. Participate actively in the work of Associations and/or Conferences devoted to the teaching of foreign languages such as the AATF, AATSP, AATG, MIFLC, as well as in the state branches of these organizations, such as TFLTA.
B. Continue to encourage foreign language majors who are planning to teach by suggesting materials useful at the elementary and secondary levels.
C. Identify, locate and contact former teaching majors employed in area schools and invite mutual visits and/or collaboration between current UTC students and students in their classes.
D. Continue to place Spanish students in the internships we have established with several Hamilton County offices and in the Early Childhood level of local public schools.
E. Begin placing Spanish students in internships formalized during the summer with Battle and Brown academies.
F. Continue to place French students in internships in France.
G. Formalize an internship with the Plaza Comunitaria project, and begin placing Spanish students as interns in the project.

IX. PARTICIPATE IN THE LIFE OF THE COMMUNITY THROUGH SERVICE AND CONSULTATION ACTIVITIES. *(College Goal III)*

A. Encourage service in community educational and service groups.
B. Serve on the boards of directors of community groups.
C. Provide interpreters and/or translators in French, German, Italian, Portuguese, and Spanish, when needed by local hospitals, government agencies or other non-profit organizations in the community, so long as the requests for these services do not comprise excessive amounts of time and effort. To avoid devaluing the work of the American Society of Translators and legitimate interpretation businesses in the area, members of the department will charge appropriate fees for translations and interpretations done for for-profit entities.

**Implementation (Goals V – IX)**

1. Even with a reduced staff and heavier teaching load, our faculty has been very productive in scholarly and service activities both within and outside the University.
2. In addition to publishing papers and attending scholarly conferences, our faculty continues to share their expertise with students through independent studies, the University Honors program, advisement and committee service and taking students to conferences.
3. Our faculty has served and chaired departmental and university-wide committees. Dr. Pedro Campa is currently serving as Faculty Senate president, and several of our faculty members have been elected to that body.
4. In our outreach efforts to the community, we place students in internships relevant to their language and interests and supervise their progress.
5. Mentoring and advising students has encouraged many of them to pursue graduate degrees.
6. We provide translation services to local hospitals, law enforcement and immigration agencies, non-profits and government organizations. To avoid devaluing the work of the American Society of Translators, we charge appropriate fees to for-profit organizations.
7. In an effort to recruit more foreign language majors, we participate in freshman and transfer student orientations and freshman visitation.
8. We advise students in their course of studies, help with study abroad applications and evaluations, and advise students pursuing degrees in foreign language education.
9. We sponsor social and cultural activities for students that foster the use of and exposure to the target language outside the classroom, and this continues to be a goal for the Department.
10. We invite majors and minors to a lunch at the end of every semester. By
honoring our graduating seniors, we create more cohesiveness among faculty and students.

11. We sponsor French and Spanish Honors Societies and student clubs in all the languages.

FACILITIES AND RESOURCES

X. MAINTAIN AND ENHANCE EXISTING LANGUAGE LABORATORY AND OTHER TECHNOLOGY. *(College Goals I, V)*

A. Maintain and repair the equipment in the Language Laboratory.
B. Maintain and repair instructional equipment in the “Smart Carts” recently put together with funding from the Lupton Fund.

XI. IMPROVE THE DEPARTMENT’S HOLDINGS IN SOFTWARE AND REALIA. *(College Goals II, V)*

A. Evaluate, and when appropriate, purchase additional CAI software which will enhance the quality of instruction of all of the languages and/or cultures taught in the department.
B. Purchase additional, video, film, slides, DVDs, and/or audio materials to support instruction in all the languages and/or cultures taught in the department.
C. Purchase *realia* to provide students with hands-on experience with authentic foreign language and foreign culture materials.

Implementation (Goals X – XI)

1. We have attempted to maintain the equipment in our language laboratory and repair the equipment in the Smart Carts. This has not always been possible due to budget constraints.
2. Faculty computers need replacement, but we have applied for stimulus funds from the University to accomplish this.
3. Our language laboratory needs updating.
4. We increased our DVD, video and film collection and bought more software to provide students with hands-on experience using authentic foreign language materials.

We have implemented most but not all of the suggestions made by our outside evaluator. We have a new web page but need to work more closely with the alumni office to more effectively track our graduates. Our study abroad and internship programs have expanded, providing opportunities for students to use their skills outside a classroom setting.
At this time we cannot institute an intensive language experience for our students during the Fall or Spring semesters due to time and staffing constraints. This may be a possibility during the summer terms. We will continue to investigate ways to more equitably distribute teaching loads in the Department.

2009-2010 Goals Summary

Our current goals are more closely integrated into our curriculum, teaching methodology, advising, faculty development, and community outreach. Our new goal structure creates categories that better reflect the University’s vision “as a premiere metropolitan university, known for its outstanding undergraduate and graduate academic programs, scholarly and creative achievements, diversity and inclusiveness” (Institutional Vision, UTC website). Aware that the recommendations of the outside evaluator for this self-study may modify or add to them, a summary of our goals for the next five years includes:

- Hiring more tenure-track and full-time faculty as needed for our programs, particularly in Spanish
- Providing a diversity of language options and creating German major and minor programs
- Working with Hamilton County schools to facilitate the transition from high school to college
- Encouraging, supporting and rewarding faculty research in the form of publications and presentations at scholarly conferences
- Encouraging grant-writing and innovative teaching
- Increasing our retention rate of majors to graduation
- Incorporating the B.S. degree in Secondary Foreign Language Education into our Department as a B.A. degree in Foreign Languages with a concentration in Secondary Education
• Receiving credit for our students studying abroad but not registered through the University

• Seeking funds to update the language laboratory and purchase

• software and foreign language films, especially in French and German

• Seeking the appointment of a properly trained Language Laboratory Director

• Continuing outreach activities in the form of student internships

• Encouraging study abroad programs in French, Spanish and German, and community involvement where relevant

• Continuing to update our departmental brochure, and web page and establish a Facebook account

• Identifying more office and classroom space for a growing faculty and student population

We are proud of our accomplishments since our last self-study. In spite of challenges, we have maintained a quality program that continues to grow. Our faculty is committed to teaching, mentoring students, engaging in research and professional development activities, and making a positive contribution to the University and the community at large.

Specific categories for our 2009-2010 goals are listed below.
I. Student Success and Student Access

- Provide adequate course offering for our students, especially in the Foreign Language requirement sequences by:
  - Offering a greater diversity of language options to those languages traditionally taught in the department by continuing to teach Chinese, Japanese, and Portuguese in a regular classroom setting and mainstream Italian into a regular classroom setting
  - Enhancing our current offering in German by creating German major and minor programs
  - Informing students of course offerings and rotations
- Continue conversations with representatives of the Hamilton County school foreign language programs about the transition from high school to college
- Request a copy of the CLEP exam for evaluation by the department

II. Research and Development

- Recognize faculty who write articles and submit them to peer-viewed journals
- Encourage faculty to work on book projects and submit them for publication
- Recognize faculty who write scholarly presentations and submit them to peer-reviewed conferences
- Encourage grant-writing and development to support innovation in our classrooms
- Seek funds for purchase of equipment and software as part of a general renovation of the language laboratory

III. Outreach and Globalization

- Encourage students to do internships in the public schools and with community organizations
- Recognize faculty who engage in activities that support local school foreign language programs
- Seek new faculty with significant international experience
- Encourage opportunities for student and faculty exchanges through our Study Abroad programs in French and Spanish
- Continue instruction in Chinese and Japanese language and culture based on availability of faculty
IV. Organization, Resources, Communication

- Prepare for and carry out searches for the following:
  - Department Head. This person should be someone who can be hired as a full professor of Spanish, preferably a Latin Americanist, and who has administrative experience and a good record in teaching and scholarship.
  - Chinese Instructor. This should be someone who can be hired at the rank of Assistant Professor, who specializes in Chinese and has a good record in teaching with the promise of active scholarly engagement.
  - Adjunct Latin instructor. This should be someone with a Master’s degree or a minimum of 18 graduate hours in Latin to teach sections as needed.
  - Assistant Professor of Spanish. This person should preferably be a Latin Americanist with a good record in teaching who shows promise as a researcher.

- Revise the departmental brochure to reflect current staffing programs
- Update our departmental web page
- Establish a departmental Facebook account to enhance alumni relations and assist recruitment
- Identify office and classroom space to support new faculty and the growing student population