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Missouri Department of Higher Education

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NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s):   Missouri State University

Program Title: Modern Language

Degree/Certificate: Bachelor of Science

Options: Second Language, Translation, Applied Business, Teacher Certification, Minor Required (or Second Major)

Delivery Site(s):   Missouri State University (Springfield)

CIP Classification: 16.0101

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall, 2014

Cooperative Partners: U of Central Missouri, Southeastern Missouri State U, Missouri Western State U, Missouri Southern State U (see Form CL and Consortium MOA attachment)

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Dr. Frank A. Einhellig, Ph.D.   _Frank Einhellig_   3/12/14
Name/Title of Institutional Officer   Signature   Date

Dr. Jason R. Jolley   (417) 836-5122
Person to Contact for More Information   Telephone

MISSOURI STATE UNIVERSITY

Baccalaureate Degree in

Modern Language

A proposal for the Missouri State Department of Higher Education

10/01/2013

I.   New Program Proposal (form NP)

Sponsoring Institution(s):_Missouri State University

Program Title:_ Modern Language

Degree/Certificate:_Bachelor of Science

Options:

a) Second Language (24 hours): Complete 24 hours in a second modern language or complete 12 hours beyond the 102 level in a second modern language and 12 hours in coursework related to that language or language family, as approved by an advisor

b) Translation (22 hours): MCL 310(3 crs); ENG 296(3 crs); ENG 321(3 crs); COM 360(3 crs); BUS 397(3 crs); CHI 410 (3 crs) and CHI 415 (3 crs) or FRN 410 (3 crs) and FRN 415 (3 crs) or GRM 410 (3 crs) and GRM 415 (3 crs) or SPN 410 (3 crs) and SPN 415 (3 crs); MCL 410 (1 cr)

c) Applied Business (24 hours): BUS 135(3 crs) and MGT 340(3 crs); CHI 410(3 crs) and CHI 415(3 crs) or FRN 410(3 crs) and FRN 415(3 crs) or GRM 410(3 crs) and 415(3 crs) or SPN 410(3 crs) and SPN 415(3 crs); and 12 hours of coursework related to a single business focus, industry, or profession, subject to approval from the Office of the Dean of the College of Business[3]

d) Teacher Certification (37 hours): Complete the Professional Education Courses and Competencies, including the Teaching Methods (MCL 413) and Supervised Teaching (MCL 493 and 496) courses, and all other applicable certification requirements - see Teacher Certification, Teacher Education Program and Secondary Education Requirements section of catalog

e) Minor Required (or Second Major): If a minor is chosen from within the Department of Modern and Classical Languages it must be in a different language than the major.

Delivery Site(s):_Missouri State University (Springfield)

CIP Classification: 16.0101

Implementation Date: Fall, 2014

Cooperative Partners:_ U of Central Missouri, Southeastern Missouri State U, Missouri Western State U, Missouri Southern State U (see Form CL and Consortium MOA attachment)

Expected Date of First Graduation: May of 2016

Person to contact for more information (name and phone number): Dr. Jason Jolley, Head, Department of Modern and Classical Languages, (417) 836-5122

Individual(s) Responsible for Success of Program < e.g., chair, dean, director >:

  Dr. Jason Jolley, Head, Department of Modern and Classical Languages

II.   Table of contents (optional)

III.   Executive Summary

The Bachelor of Science in Modern Language replaces the department's nine existing degrees in French, German, and Spanish with a single, more flexible degree structure. Students pursuing the Bachelor of Science in Modern Language complete 33 hours of coursework in a single modern language and an option in (1) a second language and culture, (2) translation, (3) applied business, or (4) teacher certification, allowing them to pair a substantial practical/professional component with their language proficiency. This design enables students to achieve advanced proficiency in at least one modern language, to understand the cultural factors that affect how members of other language communities view the world and express themselves, to analyze and interpret target-language texts and other cultural products, and to apply those skills and insights in a variety of professional and academic settings. The proposed new degree structure enhances the degree's alignment with Missouri State's mission in Public Affairs.

IV.   Introduction

There is wide-ranging consensus that the ability to express oneself in more than one language is indispensable to any effort to increase global awareness and competence, a universally acknowledged "21st Century skill." In 2006, the Modern Language Association assembled a team to respond to a request from the Teagle Foundation that it investigate "the relationship between the goals and objectives of undergraduate concentrations in their disciplines and those of a liberal education." A key finding of that group was that:

> Among the demands brought about by internationalization are the value of learning languages and the importance of knowing world cultures. Multilingualism and multiculturalism have become a necessity for most world citizens. But in the American educational system multilingualism and multiculturalism have not yet attained the recognition commensurate with the needs created by world developments, nor have they been fully recognized for their reach in enhancing intellectual abilities. And yet those responsible for planning programs in language and literature know that the skills they teach (reading, thinking, analysis, expression) are among the most transferable.

It concluded that:

> The arts of language and the tools of literacy are key qualifications for full participation in the social, political, economic, literary, and cultural life of the twenty-first century [and that] interpretation, translation, and cross-cultural communication are essential in today's world.

(see http://www.mla.org/pdf/2008_mla_whitepaper.pdf)

Increasingly, students and parents are cognizant of the advantages of language study, which helps to explain the steady and strong growth in language enrollments at institutions of higher learning in recent decades.

(see http://www.mla.org/pdf/2009_enrollment_survey_pr.pdf)

In a recent report on the place of foreign language programs in today's higher education landscape the Modern Language Association stated that: "Many factors in the world today make advanced study of languages and cultures appealing to students and vital to society. Replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses, will reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning. In our view, foreign language departments, if they are to be meaningful players in higher education [...] must *transform* their programs and structure."

(see http://www.mla.org/flreport)

Accordingly, the faculty of the Department of Modern and Classical Languages at Missouri State University has sought to truly update and transform its program and curriculum, in terms of both structure and content, in an effort to better serve its students and the interests of the state of Missouri.

It is also worth noting that Missouri has identified foreign languages as a priority area. However, in 2010 several language programs across the state were identified as having low productivity based on the metric applied (average degree completers per year). Significantly, the first of the key findings of the MDHE's report of that Statewide Review of Academic Programs was that: "Many of the programs that fell below the productivity thresholds were in fields designated as state priorities: STEM (science, technology, engineering and mathematics), foreign language and teacher education."

(see http://www.dhe.mo.gov/documents/ProgramReviewSummaryReport.pdf)

We believe the redesigned program structure proposed herein will help to reverse that trend at Missouri State University and will better serve the people of the state by connecting student interest in foreign languages and cultures to other disciplines in ways that better prepare and position graduates to capitalize on the kinds of opportunities a globalized economy presents.

Benefits of the Proposed Program

The primary advantages of the redesigned program structure we are proposing over our existing modern languages degree offerings include:

- More efficiency from an administrative standpoint – replaces nine modern languages programs with two versions of a single program

- Consolidating our existing foreign language degree programs in this way will require no new resources at this time; this reconfiguration expands opportunities by maximizing existing instructional, advising, space and equipment resources
- More emphasis on combining language study with other disciplines (interdisciplinary)
- Encourages students to connect language skills to other professional skills training
- Encourages students to gain international exposure, since the proposed structure allows greater flexibility in the counting of credits earned abroad (study away)
- Allows students to earn a major in any modern language whose demand increases to the point that additional courses are justified (Arabic, Chinese, Japanese, etc.)
- Open structure gives students more flexibility in planning their schedules
- Open structure encourages more contact with faculty advisers in Modern and Classical Languages and other departments
- Focus on professional applications enhances students' understanding of employment options upon graduation

V.   Alignment With Mission and Goals

The program outline in this proposal complements several important Missouri State University priorities. For the past several years, Missouri State has increased its focus on and support of international programs in general and has expressed a commitment to further internationalizing and diversifying the overall experience it provides students. In this regard, the availability of robust language courses and programs (majors, minors, and certificates) is crucial to the success of the institution's students and programs. The department's current foreign languages programs (which the current proposal consolidates and substantially upgrades) are a major source for students participating in programs offered by the MSU's Study Away office. This program is also congruent with the University's statewide mission in Public Affairs, which emphasizes the three areas of Cultural Competence, Ethical Leadership, and Community Engagement. The graduates of this program will possess a profound understanding of the connections between language, culture, and community, which will allow them to more effectively serve society as they exercise their professions.

1. Need:
   A. Student Demand:

   The Department of Modern and Classical Languages and the College of Arts and Letters are confident that demand for this program will be strong since this program will replace MCL's existing majors in French, German, and Spanish, which currently number in excess of 150. Once this program is approved, it will house all future languages majors.

   i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete table below)

Year	1	2	3	4	5
Non-Comprehensive (minor required)	85	80	70	65	60
Comprehensive	55	70	90	105	120

Option 1 – Second Language	10	15	20	25	30
Option 2 – Translation	10	15	20	25	30
Option 3 – Applied Business	10	15	20	25	30
Option 4 – Teacher Certification	25	25	30	30	30
Full Time	130	138	145	152	160
Part Time	10	12	15	18	20
Total	140	150	160	170	180

      ii. Enrollment will not be capped in the future, unless the demand for classes and advisement at some point outpaces the ability of departmental faculty to provide adequate services. The projected modest enrollment increases detailed above would not create this scenario, unless retiring faculty were for some reason not replaced.

B. Market Demand:
    i. See Section IV "Introduction" above, which addresses the need for language competence in today's global society and increasingly global workplace.
    ii. Support letter(s) from potential employers (optional; append to proposa)
C. Societal Need:
    i. See Section IV "Introduction" above
    ii. Support letter(s) from community leaders (optional; append to proposal)
D. Methodology used to determine "A" and "B" and "C" above.
      i. Student demand data ascertained based on current enrollments in existing major (first and second majors).
      ii. Statements in Section IV "Introduction" addressing general market and societal need/demand reflect widely held consensus regarding the importance of language in society and in the workplace and are supported by documents prepared by professional associations and an assessment of statewide education emphases prepared by the government of the state of Missouri.

2. Duplication and Collaboration (Form CL):
If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete the rest of this section (Form CL. If no, state not applicable and go to item 3.

Length of agreement (open-ended or limited): <u>Open-ended, entered into in October of 2011.</u>

A. Which institution(s) will have degree-granting authority?

Missouri State University

B. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?

All universities in the consortium MOA will govern their own faculty.

C. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

Per the Consortium MOA and subsequent determinations, the partners meet on an annual basis to coordinate these details as they pertain to the individual courses.

D. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

Academic support outside of the classroom will be provided by each home institution for their students.

E. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

This is set forth in the attached Consortium MOA and is a recurring topic at annual meetings of the partners.

F. In addition to the information provided by each participating institution regarding Financial Projections (item 4 below), please address the following items:

I. How will tuition rates be determined if they differ among the institutions?

Students pay the tuition rates in force at their home institutions.

II. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

The MOA stipulates that this Consortium does not entail cost-sharing.

III. What arrangements, if any, have been made for exchange of money between participating institutions?

The MOA does not stipulate any arrangements.

G. What commitments have been made by all participants to evaluate the program systematically?

Evaluation/assessment of efficacy of the Consortium is performed annually, per the Consortium MOA.

H. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

This agreement took effect during the fall semester of 2011. The Universities will assess the terms and the effectiveness of the collaboration annually, and will discuss any possible invitations to other parties or voluntary withdrawals from the consortium (with appropriate advance notification).

3. Program Structure (form PS):
   A. What are the total credits required for graduation? This should match C+D+E below.

   125

   B. Are there any residency requirements?

   None in addition to those applicable to all Missouri State University undergraduate programs.

   Total Credits by Category
   C. General Education courses: Total credits required: 43-52 (crs)

   See appendix 3 for catalog description of general education requirements.

   D. Major requirements: total credits required: 39 (crs)

   a) MCL 200 (3 crs)
   b) Complete 33 hours in coursework beyond the 102 level in a single modern language, as approved by an advisor (language courses at the 101 or 102 level may not be counted toward this major)
   c) Modern Language Capstone: MCL 495 (3 crs)

   E. Options credits: 22-37 (crs)

   Emphasis in one modern language, plus the choice between one of four options or a minor.

   Options:

   f) Second Language (24 hours): Complete 24 hours in a second modern language or complete 12 hours beyond the 102 level in a second modern language and 12 hours in coursework related to that language or language family, as approved by an advisor
   g) Translation (22 hours): MCL 310(3 crs); ENG 296(3 crs); ENG 321(3 crs); COM 360(3 crs); BUS 397(3 crs); CHI 410 (3 crs) and CHI 415 (3 crs) or FRN 410 (3 crs) and FRN 415 (3 crs) or GRM 410 (3 crs) and GRM 415 (3 crs) or SPN 410 (3 crs) and SPN 415 (3 crs); MCL 410 (1 cr)
   h) Applied Business (24 hours): BUS 135(3 crs) and MGT 340(3 crs); CHI 410(3 crs) and CHI 415(3 crs) or FRN 410(3 crs) and FRN 415(3 crs) or GRM 410(3 crs) and 415(3 crs)

or SPN 410(3 crs) and SPN 415(3 crs); and 12 hours of coursework related to a single business focus, industry, or profession, subject to approval from the Office of the Dean of the College of Business

i) Teacher Certification (37 hours): Complete the Professional Education Courses and Competencies, including the Teaching Methods (MCL 413) and Supervised Teaching (MCL 493 and 496) courses, and all other applicable certification requirements – see Teacher Certification, Teacher Education Program and Secondary Education Requirements section of catalog

j) Minor Required (or Second Major): If a minor if chosen from within the Department of Modern and Classical Languages it must be in a different language than the major.

F. Describe any requirements for thesis, internship or other capstone experience.

Students will participate in a capstone course (MCL 495) in which they will complete a project or degree paper which relates their previous coursework and other language-intensive experiences (such as study away) to the University's Public Affairs Mission.

G. Describe any unique features such as interdepartmental cooperation.

The comprehensive version (no minor required) of this degree program includes a number of interdisciplinary aspects. With advisor approval, the 33-hour language core could include courses from diverse departments, such as Modern and Classical Languages, Sociology and Anthropology, Political Science, Art and Design, Music, etc. The options were designed to be interdisciplinary, so that students combine language proficiency and cultural competence with skills acquired from other disciplines. This is especially true of the Translation and Applied Business options, which include coursework in English, Communication, and Business (see attached Program Structure attachment).

For the non-comprehensive (minor required) version: With advisor approval, the 33-hour language core could include courses from diverse departments, such as Modern and Classical Languages, Sociology and Anthropology, Political Science, Art and Design, Music, etc. Students must also complete a minor, and most will do so in another department.

4. Financial Projections (for public institutions only; Form FP): Please complete table at the end of this document. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate table for each institution.

See appendix 4.

5. Program Characteristics and Performance Goals (form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.

A. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

  None, although certain students are required to take a language placement examination.

- Characteristics of a specific population to be served, if applicable.

  N/A

B. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

  Program faculty are expected to have a terminal degree (PhD) or master's in the discipline.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

  95% of program courses. An adjunct faculty member may occasionally teach a 200-level language course.

- Expectations for professional activities, special student contact, teaching/learning innovation.

  Program faculty are expected to participate in ongoing professional development activities, to implement the latest technology and methods in their courses, to provide student advisement and mentoring, to supervise occasional independent studies courses, to conduct research in the discipline, and to provide service to the department, college, university, and profession.

C. Enrollment Projections (repeat section 1.A.i)

- Student FTE majoring in program by the end of five years.

180 total for the program (120 comprehensive version, 60 non-comprehensive version).

- Percent of full time and part time enrollment by the end of five years.

89% full time, 11% part time.

D. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

45 at three years, 60 at five years.

- Special skills specific to the program.

The following are the specific student learning outcomes of the proposed program. Specific skills may vary depending on the option selected under the comprehensive version:

1. Demonstrate speaking, listening, reading, and writing skills in the target language consistent with the Advanced levels as defined by the American Council on the Teaching of Foreign Languages (ACTFL).

2. Demonstrate an accurate understanding of linguistic concepts related to the target language, including the fundamentals of phonetics/phonology, semantics, and morphology and syntax, as well as basic pragmatic and sociolinguistic aspects.

3. Demonstrate awareness of key similarities and differences between their own cultural practices and perspectives and those of target language groups and the ability to express divergent cultural viewpoints clearly and accurately in speech and writing.

4. Articulate knowledge of major literary, artistic, and cultural works and figures associated with target language societies.

5. Analyze and interpret authentic texts and other cultural products in clearly organized and coherent presentations in speech and writing in ways that reflect informed understanding of relevant contextual factors, including socio-historical influences and cultural traditions, perspectives, and behavioral patterns.

6. Integrate target language proficiencies, intercultural competencies, technology skills, and critical modes of thinking and expression to effectively perform tasks typical of today's globalized work environment, including professional communications, translation, and project collaboration.

And for students completing the Teacher Certification option:

7. Demonstrate a thorough understanding of pedagogical theories, foreign language teaching methods, best practices, and standards (institutional, state, and national) and the ability to apply them in ways that increase the language proficiency and cultural competence of their students.

(Program Outcome 7 applies only to the comprehensive version.)

- Proportion of students who will achieve licensing, certification, or registration.

100%, but certification applies only to students pursuing the Teacher Certification option of the comprehensive version (roughly 20-25% of all degree seekers).

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

All graduates of this program will be assessed using an ACTFL Oral Proficiency Interview and the PRAXIS II. Our benchmark target for the OPI is Intermediate High, and we anticipate the 75% of our graduates will attain that target within five years. Although all graduates will take the PRAXIS II, only those pursuing teacher certification will be required to attain the passing score of roughly 167 (it varies by language). Our current PRAXIS II pass rate among teacher certification candidates is above 95%.

- Placement rates in related fields, in other fields, unemployed.

We anticipate placement rates for teacher education candidates to be consistent with the current placement rates of 90-95%. Placement rates for the other professions addressed on the options should also be very high, but we will only be able to verify those later. Some will pursue graduate education, and unemployment should be less than 5%.

- Transfer rates, continuous study.

We believe that approximately 20% of the total degree seekers will be transfers from other institutions.

E. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

Accreditation is only relevant to the Teacher Certification option in the comprehensive version. We plan to seek "national recognition" for this program

through ACTFL, our NCATE/CAEP Specialized Professional Association. We gained this recognition in 2010 (becoming the only institution in Missouri to be "nationally recognized" by ACTFL/NCATE at the time). We have full authorization from Missouri DESE to deliver our teacher certification programs in foreign languages and will of course continue to seek DESE authorization.

    F. Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

    The department will work with the office of Institutional Research and the Alumni Association to develop a graduate satisfaction survey. Expected satisfaction rate: >90%.

- Expected satisfaction rates for employers, including timing and method of surveys

    The Department will work with Career Services office to develop a satisfaction questionnaire for the employers of graduates of this program. Expected satisfaction rate >90%.

6. No Program Specific Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

    The teacher certification option within the proposed program will be subject to reauthorization by the state Department of Elementary and Secondary Education, and we may also elect to pursue NCATE/CAEP "national recognition" status for that particular option as well. However, with respect to the degree as a whole, as a disciplinary norm in the United States language programs do not pursue or receive accreditation above and beyond the general institutional accreditation (in the case of Missouri State U, accreditation by the Higher Learning Commission). There are many other measures of program excellence and effectiveness, which may be addressed through, for example, the application of program assessments, such as the ACTFL OPI.

7. Will this program be offered primarily at an off-campus location? If yes, complete this section. If no, skip to item 9.

    This is not a fully online or off-site program. However, it will accommodate a variety of off-site components:
    - Students will be able to take online upper-division courses in German and French which count toward this degree through the Missouri Language Consortium
    - Credits earned through study away experiences will typically count toward this degree. The Department currently grants credit to students participating in its summer intensive trips to Spain and Ecuador and in other short-term, faculty-led excursions, as well as in many other kinds of study away programs.
    - Several sections of FRN 101-202 and some lower-division Spanish courses are already offered online or blended/hybrid formats, and the department plans to expand these offerings. In particular, the department plans to move toward offering the entirety of Option 2 (Translation) of the

comprehensive degree online as an undergraduate certificate in translation. (The proposal for that certificate program is forthcoming.)

8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The program outline in this proposal complements several important Missouri State University priorities. For the past several years, Missouri State has increased its focus on and support of international programs in general and has expressed a commitment to further internationalizing and diversifying the overall experience it provides students. In this regard, the availability of robust language courses and programs (majors, minors, and certificates) is crucial to the success of the institution's students and programs. The department's current foreign languages programs (which the current proposal consolidates and substantially upgrades) are a major source for students participating in programs offered by the MSU's Study Away office. Furthermore, this degree program is particularly well aligned with objectives associated with the Cultural Competence "pillar" or emphasis of the University's statewide mission in Public Affairs.

The department has also just established a first-of-its kind Foreign Language Institute (FLI) that enhances access to languages by students at Missouri State University and its FLI partners (Drury University, Evangel University, Ozarks Technical Community College, and Southwest Bible University) and by members of the greater Ozarks community. Another important aspect of the FLI's mission is to encourage interest in strategic and less commonly taught languages – to serve as a sort of incubator for languages so that minor and eventually certificate programs or majors might be developed if sufficient demand is generated on a regional scale. We believe the FLI will contribute to increased enrollments in this proposed degree program.

It is also important to underscore the importance of this Springfield Campus-hosted program in terms of its proximity to areas of southwest Missouri and northwest Arkansas in which the Hispanic population is booming. The department is currently developing a special heritage learner track for its Spanish program in an effort recruit new enrollments and to better serve this population.

Finally, Missouri State University is the largest supplier of foreign language teachers to the Springfield School district and other surrounding districts. A public institution of the scope of Missouri State University should lead the way in providing affordable, relevant, and strong language offerings, such as the one we are proposing.

9. Any Other Relevant Information

None.

Appendix 1: Letters of Support

Appendix 2: Memorandum of Agreement

Memorandum of Agreement between University of Central Missouri, Missouri Western State University, Missouri State University and Southeast Missouri State University, to form a Collaboration for the Delivery of Foreign Language Instruction

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered into by the Department of Modern Languages at the University of Central Missouri (UCM), the Department of English, Foreign Languages and Journalism at Missouri Western State University (MWSU), the Modern and Classical Languages Department at Missouri State University (MSU) (UCM, MWSU and MSU, and the Department of Foreign Languages and Anthropology at Southeast Missouri State University also referred to herein collectively as Universities or individually as University). By this Memorandum, the Universities express our mutual commitment to increasing opportunities for student access and success in higher education.

WHEREAS, the Universities provide a service critical to preparing Missouri students to compete in the global economy and recognize the importance of providing such training in several languages; and

WHEREAS, the Universities further recognize the need for the State of Missouri university system to efficiently employ faculty resources and expertise; and

WHEREAS, UCM and MWSU have a history of collaboration in foreign-language distance education; and

WHEREAS, the Universities desire to form a consortium to provide collaborative offerings in several languages through each University;

NOW, THEREFORE, it is hereby agreed by and between the Universities as follows:

The faculty members of the Universities will work collaboratively to offer high-quality distance education courses, primarily to address the needs of upper-division French and/or German students. Responsibility for offering these courses will rotate amongst the four Universities in a set order to be determined prior to the first offering. Students will enroll in and pay tuition towards their own University regardless of where the course is being taught.

Term/Termination:

This agreement takes effect during the fall semester of 2011. The Universities will assess the terms and the effectiveness of the collaboration annually, and will discuss any possible invitations to other parties or voluntary withdrawals from the consortium (with appropriate advance notification).

Confidential Student Information:

Both during the term of this agreement and thereafter, the Universities agree to hold student confidential information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law. Each University covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or the benefit of another, any of said confidential information, but instead will use said information only for the purposes contemplated hereunder. Further, each University covenants and agrees that it will not disclose can confidential information to any third party except as may be required in the course of the consortium hereunder and for a legitimate educational interest or as otherwise allowed by law. Finally, the Universities covenant and agree that any access to confidential information and/or education records of any student shall be in compliance with the Family Education Rights and Privacy Act ("FERPA") and any access to the medical records of any student shall be in compliance with the Health Insurance Portability and Accountability Act of 1996.

As used in this agreement, the term "confidential information" means all personally identifiable information, as defined by FERPA, including but not limited to: a student's name, the name of the student's parent or other family member, the address of the student or student's family, a personal identifier, such as the student's social security number or student number; a list of personal characteristics that would make the student's identity easily traceable; other information that would make the student's identity easily traceable; education and/or medical records of students.

Liability:

Each University shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents, or employees. Each University hereby certifies that it has sufficient insurance or collateral to support this potential liability obligation.

No Indemnification:

Neither party is obligated to indemnify the other or hold the other party harmless from costs or expenses incurred as a result of such claims.

No Waiver:

The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided or available to any of the Universities under applicable state governmental immunities law.

Notice:

Each University shall give written notice to the other University/Universities of the assertion of any claim or the commencement of any litigation with thirty (30) days notice of the claim or commencement of litigation and shall cooperate with the other University/Universities in the defense of the claim or litigation.

Governing Law:

This agreement is governed by and constructed in accordance with the laws of the State of Missouri.

Limitation of Authority:

The rights, powers, and authority of each University are subject to the following conditions and limitations: (1) no University shall have the authority to perform an act on behalf of the other except as expressly authorized in this agreement or otherwise expressly authorized in writing; (2) without the approval of the other University/Universities, no University will authorize or obligate the expenditure of any funds or create any liability or expense for the other University/Universities; and (3) any contracts or obligations will require the signatures of all University representatives identified below.

We the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it.

Agreed to on this day, October 25,

_____
Provost, Dr. George W. Wilson
University of Central Missouri

Provost, Dr. Jeanne Daffron
Missouri Western State University

Provost, Dr. Frank A. Einhellig
Missouri State University

Provost, Dr. Ronald Rosati
Southeast Missouri State University

Appendix 3: General Education Requirements

From 2013-14 Undergraduate Catalog

General education program requirements (45-49 hours)

Every course in the program will promote a common set of General Education objectives. The major components are Foundations and breadth of knowledge. All students are required to have a 2.00 cumulative grade point average (transfer and Missouri State combined) in their General Education Program in order to graduate from Missouri State. General Education courses may not be taken on a Pass/Not Pass basis. Note: Most students will complete the General Education Program with 45 credit hours.

Note: Many majors and degrees require specific General Education courses. Students should review specific major and/or degree requirements before enrolling in General Education courses.

A. FOUNDATIONS (14-16 hours)

a   First-Year Seminar (choose one, 2 credit hours. 1st semester on campus)
Courses Marked with an asterisk (*) have a prerequisite.
GEP 101(2) First Year Foundations
UHC 110(2) Freshman Honors Seminar

b.   Written Communication & Info Literacy
ENG 110*(3) Writing I

** An ACT English score of 19 or higher or an SAT English score of 451 or higher will meet the prerequisite for enrolling in ENG 110. Students with an ACT English score of 18 or lower or an SAT English score of 450 or lower must enroll in ENG 100. Students without ACT and SAT test scores can take a placement test that is periodically administered by the English Department. Contact the English Department, Pummill Hall, room 301, 417-836-5107 for more information.

c.   Oral Communication
COM 115(3) Fundamentals in Public Speaking

d.   Quantitative Literacy (choose one, 3-5 credit hours)
MTH 130*(3) Contemporary Mathematics
MTH 135*(3) College Algebra

MTH 138*(5) Pre-Calculus Mathematics
MTH 181*(3) Trigonometry
MTH 261*(5) Analytical Geometry & Calculus
MTH 287*(3) Computational Calculus w/Analytical Geometry

e. Written Communication & Integrative & Applied Learning (choose one)
ENG 210*(3) Writing II-Writing Across the Disciplines
ENG 221*(3) Writing II-Writing for the Professions
ENG 310*(3) Writing II-Writing for Graduate & Professional Schools
ENG 321*(3) Writing II-Beginning Technical Writing
GLG 358*(3) Writing II-Reporting Geological Information
HST 210*(3) Writing II-Historical Inquiry
NUR 472*(3) Writing II-Nursing Research & Scholarly Writing

B. BREADTH OF KNOWLEDGE (39-41 hours)
a. Natural World (7-9 hours): Select 2 different course codes, at least 1 with lab.

Life Sciences (choose one, 3-4 credit hours)
BIO 100*(4) Biological Science for Educators (lab) (3-3)
BIO 101 (3) Biology in Your World (3-0)
BIO 111(1) Understanding Biological Systems Through Inquiry.(lab only) (0-2)
BIO 121*(4) General Biology I (lab) (3-3)
BMS 100(4) Concepts and Issues in the Life Sciences (4-0)
BMS 105(4) Concepts and Laboratory in the Life Sciences (lab) (3-2)
BMS 110*(4) Introduction to the Biomedical Sciences (lab) (3-2)
BMS 111 (1) Introduction to Laboratory in Biomedical Science (lab only) (0-2)
GLG 115(3) Life of the Past (3-0)

Physical Sciences (choose one, 3-5 credit hours)
AST 113(3) Modern Astronomy (3-0)
AST 114(4) Survey of Astronomy (4-0)
AST 115(4) Basic Astronomy (lab) (3-2)
CHM 107(3) Chemistry for the Citizen (3-0)
CHM 108*(1) Chemistry of the Citizen Lab (0-2)
CHM 116*(4) Fundamentals of Chemistry (4-0)
CHM 117*(1) Fundamentals of Chemistry Lab (0-2)
GLG 110(4) Principles of Geology (lab) (3-2)
GLG 171(3) Environmental Geology (3-0)
GRY 135(4) Principles of Weather and Climate (lab) (3-2)
GRY 142(4) Introduction to Physical Geography (lab) (3-2)
PHY 100* (4) Survey of Physics (lab) (3-2)
PHY 101(4) Physics by Inquiry for Educators (lab) (2-6)
PHY 123*(4) Introduction to Physics I (lab) (3-2)
PHY 203*(5) Foundations of Physics I (lab) (4-2)

b. Human Cultures (16 hours)

Social & Behavioral Sciences (choose two, 6 credit hours)
AGR 100(3) Food Security
ANT125(3) Exploring Our Human Ancestry
CFD 155(3) Principles of Human Development
CFD 163(3) Relationships in Today's Families
ECO 155(3) Principles of Macroeconomics
ECO 165(3) Principles of Microeconomics
GRY 108(3) Principles of Sustainability
MED 120(3) Mass Media and Society
PSY 121(3) Introductory Psychology
REL 131(3) Religion in America
SOC 150(3) Introduction to Society

Humanities (choose one, 3 credit hours)
AAS 100(3) Introduction to African American Studies
ART 271*(3) History of Western Art I

ART 272*(3) History of Western Art II
ART 273*(3) Survey of the Art of Africa, Oceania, and the Americas
ART 274*(3) Survey of Asian Art
ENG 200(3) Great Books & Instant Classics
ENG 282(3) Literature by Women
ENG 283(3) Folklore & Cultural Engagement
HST 103(3) World History to Circa 1600 C.E.
HST 104(3) World History Since 1600 C.E.
LLT 121(3) Classical Mythology
MED 274(3) Introduction to Film
MUS 241(3) The Language of Music
PHI 110(3) Introduction to Philosophy
REL 101(3) Literature & World of Old Testament/Hebrew Bible
REL 102(3) Literature & World of the New Testament

The Arts (choose one, 3 credit hours)
ART 200(3) Art in Context
DAN 180(3) Introduction to the Dance
ENG 203*(3) Creative Writing: Poetry
ENG 205*(3) Creative Writing: Nonfiction
ENG 215*(3) Creative Writing: Short Story
MUS 239(3) Introduction to World Music
THE 101(3) Introduction to Theatre & Drama Arts

c. Public Affairs (16 hours)

US & MO Constitution/American History & Institutions (choose 1, 6 total credit hours)
HST 121(3) Survey US History to 1877
HST 122(3) Survey US History since 1877

PLS 101(3) American Democracy and Citizenship.
    Senate Bill #4 (graduation requirement)

Cultural Competence (choose one, 3 credit hours)
ANT 100(3) World Cultures
ENG 289(3) Literature, Culture, Conflict
GRY 100(3) World Regional Geography
LLT 180(3) The Heroic Quest
MCL 200(3) Global Perspectives Language & Culture in Society
REL 100(3) Introduction to Religion
REL 210(3) Paths of World Religion
SWK 219(3) Human Diversity

Public Issues (choose one, 3 credit hours)
CIS 200*(3) Critical & Creative Thinking Using Information Technology
CSC 210*(3) Public Affairs Issues in Computing
ECO 101*(3) Economics of Social Issues
ENG 201*(3) Public Issues in Popular Culture
ENG 222*(3) Writing for Social Change
KIN 210*(3) Healthy Lifestyles: Preventive Approaches (2-2)
KIN 286*(3) Ethics & Diversity in American Sport
PHI 105*(3) Critical Thinking
PHI 115*(3) Ethics & Contemporary Issues
PLN 100*(3) Understanding Cities

Appendix 4: MDHE forms

MDHE FORM SE: STUDENT ENROLLMENT PROJECTIONS

Note: We modified this table so that we could provide a more detailed breakdown of the projected enrollments in the non-comprehensive (minor-required) and comprehensive versions of the program.

Year	1	2	3	4	5
Non-Comprehensive (minor required)	**85**	**80**	**70**	**65**	**60**
Comprehensive	**55**	**70**	**90**	**105**	**120**
Option 1 – Second Language	10	15	20	25	30
Option 2 – Translation	10	15	20	25	30
Option 3 – Applied Business	10	15	20	25	30
Option 4 – Teacher Certification	25	25	30	30	30
Full Time	130	138	145	152	160
Part Time	10	12	15	18	20
Total	**140**	**150**	**160**	**170**	**180**

Projections based on trends in first and second majors prior to and inclusive of the spring 2013 semester.

MDHE Form CL: Collaborative Programs

Sponsoring Institutions: Partners in the Missouri Foreign Language Consortium: Missouri State U, U of Central Missouri, Southeast Missouri State U, Missouri Western U, Missouri Southern U.

Degree program: The Bachelor in Modern Language program proposed herein is collaborative in the sense that delivery of certain upper-division courses is shared among partners to the Consortium MOA (attached).

Length of agreement: Open-ended, as indicated in the attached MOA, entered into in October of 2011.
(open-ended or limited)

1. Which institution(s) will have degree-granting authority?
   N/A. The Consortium governs courses that are components in the respective foreign language degrees of each partner institution (see attached Consortium MOA).

2. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?
   N/A

3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?
   Per the Consortium MOA and subsequent determinations, the partners meet on an annual basis to coordinate these details as they pertain to the individual courses.

4. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?
   N/A

5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?
   This is set forth in the attached Consortium MOA and is a recurring topic at annual meetings of the partners..

6. In addition to the information provided by each participating institution regarding Financial Projections (Form FP), please address the following items:
   1. How will tuition rates be determined if they differ among the institutions?
      Students pay the tuition rates in force at their home institutions.

   2. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.
      The MOA stipulates that this Consortium does not entail cost-sharing.

   3. What arrangements, if any, have been made for exchange of money between participating institutions?

N/A

7. What commitments have been made by all participants to evaluate the program systematically?
Evaluation/assessment of efficacy of the Consortium is performed annually, per the Consortium MOA.

8. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?
See MOA for details.

MDHE Form PS

PROGRAM STRUCTURE

A. What are the total credits required for graduation? This should match C+D+E below.

125

B. Are there any residency requirements?

None in addition to those applicable to all Missouri State University undergraduate programs.

Total Credits by Category

C. General Education courses: Total credits required: 43-52

See appendix 3 for catalog description of general education requirements.

D. Major requirements: total credits required: 39

a) MCL 200 (3 crs)
b) Complete 33 hours in coursework beyond the 102 level in a single modern language, as approved by an advisor (language courses at the 101 or 102 level may not be counted toward this major)
c) Modern Language Capstone: MCL 495 (3 crs)

E. Options credits: 22-37 (crs)

Emphasis in one modern language, plus the choice between one of four options or related minor.

Options:

k) Second Language (24 hours): Complete 24 hours in a second modern language or complete 12 hours beyond the 102 level in a second modern language and 12 hours in coursework related to that language or language family, as approved by an advisor
l) Translation (22 hours): MCL 310(3 crs); ENG 296(3 crs); ENG 321(3 crs); COM 360(3 crs); BUS 397(3 crs); CHI 410 (3 crs) and CHI 415 (3 crs) or FRN 410 (3 crs) and FRN 415 (3 crs) or GRM 410 (3 crs) and GRM 415 (3 crs) or SPN 410 (3 crs) and SPN 415 (3 crs); MCL 410 (1 cr)
m) Applied Business (24 hours): BUS 135(3 crs) and MGT 340(3 crs); CHI 410(3 crs) and CHI 415(3 crs) or FRN 410(3 crs) and FRN 415(3 crs) or GRM 410(3 crs) and 415(3 crs) or SPN 410(3 crs) and SPN 415(3 crs); and 12 hours of coursework

related to a single business focus, industry, or profession, subject to approval from the Office of the Dean of the College of Business[3]

n) <u>Teacher Certification (37 hours)</u>: Complete the Professional Education Courses and Competencies, including the Teaching Methods (MCL 413) and Supervised Teaching (MCL 493 and 496) courses, and all other applicable certification requirements - see Teacher Certification, Teacher Education Program and Secondary Education Requirements section of catalog

o) <u>Minor Required (or Second Major)</u>: If a minor is chosen from within the Department of Modern and Classical Languages it must be in a different language than the major.

F. Describe any requirements for thesis, internship or other capstone experience.

Students will participate in a capstone course (MCL 495) in which they will complete a project or degree paper which relates their previous coursework and other language-intensive experiences (such as study away) to the University's Public Affairs Mission.

G. Describe any unique features such as interdepartmental cooperation.

The comprehensive version (no minor required) of this degree program includes a number of interdisciplinary aspects. With advisor approval, the 33-hour language core could include courses from diverse departments, such as Modern and Classical Languages, Sociology and Anthropology, Political Science, Art and Design, Music, etc. The options were designed to be interdisciplinary, so that students combine language proficiency and cultural competence with skills acquired from other disciplines. This is especially true of the Translation and Applied Business options, which include coursework in English, Communication, and Business (see attached Program Structure attachment).

For the non-comprehensive (minor required) version: With advisor approval, the 33-hour language core could include courses from diverse departments, such as Modern and Classical Languages, Sociology and Anthropology, Political Science, Art and Design, Music, etc. Students must also complete a minor, and most will do so in another department.

4a Business and Marketing Plan: Recruiting and Retaining Students

- As stated earlier in the proposal, this new degree replaces the department's existing degrees in French, German, and Spanish. Therefore, the initial marketing plan will consist of making current and prospective students aware of the change. Departmental brochures used to market our existing degrees will need to be replaced by new marketing materials highlighting the new degree. These will be mailed to prospective students and distributed at major recruiting events in Springfield and around the state. All departmental faculty will participate in this effort, as will the department's administrative assistant, Ms. Debra Horn. Another person with a key roll in this process will be Mr. Mark Biggs, who as associate dean of the College of Arts and Letters, coordinate's COAL's statewide and regional recruitment efforts. In addition to printed promotional materials, the department will also update its website and make sure that the major advising centers on campus are apprised of the change.

- As detailed in the student enrollment section above, the department projects moderate enrollment growth over the coming years. Once students in our existing programs have cycled out (graduated) and the proposed/new program is the only remaining modern language option, our marketing efforts will be able to focus on this degree alone. We will continue to market at major local, statewide, and regional recruitment events, using printed materials and contracting prospects electronically (email, social media, etc.). We also continue to update our departmental website with information about the new program. We will also likely do some internal marketing in an effort to persuade some students to double major in a modern language.

- Costs for materials and travel to market this program can reliably be estimated at no more than $2,500 annually. Although the COAL generally helps to defray departmental recruitment expenditures, this is an amount that the department can afford and is willing to spend to grow this program.

- Our current modern language majors have retention rates in excess of 85%. To ensure a high rate of retention, we will continue to focus on excellent teaching, providing relevant course offerings (the focus of this new degree), quality advising, study away opportunities, and strong support of extracurricular engagement, such as French, German, and Spanish clubs.

- The targeted enrollment outcomes are conservative and realistic. The department, in conjunction with the Office of Admissions, will closely monitor the number of majors enrolled in our current programs and in the new/proposed program. If an unexpected slowdown occurs, the department will redouble its internal and external recruitment efforts.

4b. Institutional Capacity

- The Department of Modern and Classical Languages and its parent cost center (the College of Arts and Letters) have carried out analyses of the likely costs and revenues of this new program and are confident that the program can be offered in a way that ensures quality academic outcomes without compromising those of existing programs. In this regard, it must again be emphasized that one of the key purposes of this proposal is to increase the efficiency of our offerings, maximizing the yield of current resources, by deleting our nine existing programs in French, German, and Spanish and replacing them with a single program (BS in Modern Language) that, due to Missouri State's unique distinction between comprehensive (no minor required) and non-comprehensive (minor required) will ultimately be listed as two programs in the Catalog. This reduction from nine to one program (comprehensive and non-comprehensive versions) will result in substantial savings in terms of program administration and, in particular, advising. The department currently employs 18 full-time faculty members,

with a fluctuating number of adjunct employees used to deliver lower-division offerings. We are currently able to deliver our existing programs with this level of staffing and resources without compromising quality, and since we are in essence replacing one set of programs with another, we do not anticipate any additional stress on resources. However, moderate growth and/or retirements of senior faculty may necessitate new hires.

MDHE Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name   Missouri State University
Program Name   Bachelor of Science in Modern Language (Comprehensive)
Date   3/29/13

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)
Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
  None, although certain students are required to take a language placement examination.

- Characteristics of a specific population to be served, if applicable.
  N/A

Faculty Characteristics
- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
  Program faculty are expected to have a terminal degree (PhD) or master's in the discipline.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
  95% of program courses. An adjunct faculty member may occasionally teach a 200-level language course.

- Expectations for professional activities, special student contact, teaching/learning innovation.
  Program faculty are expected to participate in ongoing professional development activities, to implement the latest technology and methods in their courses, to provide student advisement and mentoring, to supervise occasional independent studies courses, to conduct research in the discipline, and to provide service to the department, college, university, and profession.

Enrollment Projections

- Student FTE majoring in program by the end of five years.
  180 total for the program (120 comprehensive version, 60 non-comprehensive version).

- Percent of full time and part time enrollment by the end of five years.
  89% full time, 11% part time.

Student and Program Outcomes
- Number of graduates per annum at three and five years after implementation.
  45 at three years, 60 at five years.

- Special skills specific to the program.
  The following are the specific student learning outcomes of the proposed program. Specific skills may vary depending on the option selected under the comprehensive version:
  1. Demonstrate speaking, listening, reading, and writing skills in the target language consistent with the Advanced levels as defined by the American Council on the Teaching of Foreign Languages (ACTFL).
  2. Demonstrate an accurate understanding of linguistic concepts related to the target language, including the fundamentals of phonetics/phonology, semantics, and morphology and syntax, as well as basic pragmatic and sociolinguistic aspects.
  3. Demonstrate awareness of key similarities and differences between their own cultural practices and perspectives and those of target language groups and the ability to express divergent cultural viewpoints clearly and accurately in speech and writing.
  4. Articulate knowledge of major literary, artistic, and cultural works and figures associated with target language societies.
  5. Analyze and interpret authentic texts and other cultural products in clearly organized and coherent presentations in speech and writing in ways that reflect informed understanding of relevant contextual factors, including socio-historical influences and cultural traditions, perspectives, and behavioral patterns.
  6. Integrate target language proficiencies, intercultural competencies, technology skills, and critical modes of thinking and expression to effectively perform tasks typical of today's globalized work environment, including professional communications, translation, and project collaboration.

  And for students completing the Teacher Certification option:

  7. Demonstrate a thorough understanding of pedagogical theories, foreign language teaching methods, best practices, and standards (institutional, state, and national) and the ability to apply them in ways that increase the language proficiency and cultural competence of their students.

  (Program Outcome 7 applies only to the comprehensive version.)

- Proportion of students who will achieve licensing, certification, or registration.

100%, but certification applies only to students pursuing the Teacher Certification option of the comprehensive version (roughly 20-25% of all degree seekers).

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

  All graduates of this program will be assessed using an ACTFL Oral Proficiency Interview and the PRAXIS II. Our benchmark target for the OPI is Intermediate High, and we anticipate the 75% of our graduates will attain that target within five years. Although all graduates will take the PRAXIS II, only those pursuing teacher certification will be required to attain the passing score of roughly 167 (it varies by language). Our current PRAXIS II pass rate among teacher certification candidates is above 95%.

- Placement rates in related fields, in other fields, unemployed.

  Related fields: 40%; other fields = 55%; unemployed = 5% or less

  We anticipate placement rates for teacher education candidates to be consistent with the current placement rates of 90-95%. Placement rates for the other professions addressed on the options should also be very high, but we will only be able to verify those later. Some will pursue graduate education, and unemployment should be less than 5%.

- Transfer rates, continuous study.

  We believe that approximately 20% of the total degree seekers will be transfers from other institutions.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons. Accreditation is only relevant to the Teacher Certification option in the comprehensive version. We plan to seek "national recognition" for this program through ACTFL, our NCATE/CAEP Specialized Professional Association. We gained this recognition in 2010 (becoming the only institution in Missouri to be "nationally recognized" by ACTFL/NCATE at the time). We have full authorization from Missouri DESE to deliver our teacher certification programs in foreign languages and will of course continue to seek DESE authorization.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys. The department will work with the office of Institutional Research and the Alumni Association to develop a graduate satisfaction survey. Expected satisfaction rate: >90%.

- Expected satisfaction rates for employers, including timing and method of surveys.

The Department will work with Career Services office to develop a satisfaction questionnaire for the employers of graduates of this program. Expected satisfaction rate >90%.