

**FINAL DRAFT [8 June 2007]**

**S07-22**

**Board of Regents, State of Iowa**

**REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS,  
DOCTORAL OR FIRST PROFESSIONAL DEGREE PROGRAM**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent University to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: **Iowa State University**

**Departments involved: Department of World Languages and Cultures**

**CIP Discipline Specialty Title:**

French Studies

French Language and Literature.

German Studies.

German Language and Literature

Russian Studies.

Russian Language and Literature

Spanish Language and Literature

Spanish **Studies**[MR1]

**CIP Discipline Specialty Number (six digits):**

16.0905 Spanish Language and Literature

05.0124 French Studies

16.0901 French Language and Literature

05.0125 German Studies

16.0501 German Language and Literature

05.0110 Russian Studies.

16.0402 Russian Language and Literature

**Level: B                    M                    D                    FP**

Level **B**[MR2]

**Title of Proposed Program:** Major in World Languages and Cultures: concentration in French, German, Russian Studies, or Spanish; or concentration in French for Professions, German for Professions, Russian Studies for Professions, or Spanish for Professions

**Degree Abbreviation (e.g., Minor, B.S., B.A., M.A.):** B.A.

**Approximate date to establish degree:** Month July Year 2007

**Contact person(s): (name, telephone, and e-mail)**

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**Please provide the following information (use additional pages as needed).**

1. **Describe the proposed new degree program, including the following:**
  - a. **A brief description of the program and a statement of objectives including the student learning outcomes and how the learning outcomes will be assessed;**

Program Description:

The department proposes to refigure its current structure of separate primary and secondary majors in Spanish, French, German, and Russian Studies into a single major in World Languages and Cultures. This major would have two groups of concentrations (structured somewhat like the concentrations/programs of study offered by the Departments of English and Music):

**Group I**, called the **Languages and Cultures** group, would include the department's primary major students, who could choose concentrations in French, German, Russian Studies, or Spanish. These concentrations will retain their focus on the humanistic study of literary and cultural texts, documents, and artifacts, and will continue to require extensive experience with the target languages involved. The curricula of these Languages and Cultures concentrations will therefore require no immediate modification from the department's current set of separate primary major curricula. Departmental faculty across language areas (and in collaboration with other departments) will, however, increasingly share responsibility for teaching methods and approaches in cultural studies, linguistics, literature, historical and archaeological inquiry, and pedagogy.

**Group II**, called the **Languages and Cultures for Professions (LCP)** group, would contain the concentrations that are offered as secondary majors in a world language under this title to students with primary majors or curricula in the Colleges of Business and Engineering. (In the future, this concentration may also be made available to students in other professional colleges or curricula). These concentrations also require extensive target-language training and experience, but within a curriculum more closely targeted to professional, technical, and business contexts and skills. The curricula of these concentrations will also require no immediate modification from the current concentration in a world language which is designated as the LCP option.

The structure of these Groups is described in more detail in Appendix 1 (Group I / Languages and Cultures) and Appendix 2 (Group II / LCP) at the end of this document.

The minors in French, German, Russian Studies, and Spanish (as well as Classical Studies, Latin, and Chinese Studies) offered by the department, which also require language study, would remain unchanged.

Upon acceptance of the new integrated single major, the department will request that the existing stand-alone majors in French, German, Russian Studies, and Spanish be discontinued. Students currently enrolled as majors in those programs will be able to complete them.

With this proposal, the department is requesting that the major language concentration appear on the student's transcript and diploma. The ISU Registrar has indicated that the Interdisciplinary Studies Major in LAS provides a precedent for including the major concentration on the transcript and diploma. The major language concentration would appear on these documents as follows:

**[Group I: Concentration in Languages and Cultures]**

Major in World Languages and Cultures: French

Major in World Languages and Cultures: German

Major in World Languages and Cultures: Russian Studies

Major in World Languages and Cultures: Spanish

**[Group II: Concentration in Languages and Cultures for Professions]**

Major in World Languages and Cultures: French for Professions

Major in World Languages and Cultures: German for Professions

Major in World Languages and Cultures: Russian Studies for Professions

Major in World Languages and Cultures: Spanish for Professions

There will be no change in the requirements for each major concentration as compared with the existing stand-alone majors in each language area. The addition of new major concentrations will conform to the requirements for LAS major programs as outlined in the Iowa State University Catalog ("Learning Goals of the Major") which is in effect when a new major concentration is added. As specified in the LAS "Learning Goals", each of the concentrations (tracks) within the major will have a minimum 24 credit core.

Students selecting Group II (LCP) may only select the LCP concentration as a second major. All students in Group I or II may choose to major in more than one language if they fulfill all the requirements for both languages.

**Rationale:**

This reorganization builds on a number of curricular initiatives pursued by the department since 2002. The United States Department of Education has supported these initiatives with two grants, one for the LCP program and one for Russian, East European, and Eurasian Studies, both under the Title VI-A UISFL

(Undergraduate International Studies and Foreign Language) program. The department sees this proposed reorganization of its majors as the culmination of several innovative projects including these externally-funded curricular initiatives.

The rationale for the proposed new major is based on the following factors:

- 1) Reflects more accurately the ongoing curricular changes that have already occurred in the department during the past five years, including the department name change to World Languages and Cultures.
- 2) Eliminates existing stand alone majors in order to increase students' options within a single, unified major (i.e. a concentration in Languages and Cultures OR in Languages and Cultures for Professions)
- 3) Provides formal recognition on the transcript for students pursuing course work, study abroad, and internships in Languages and Cultures for Professions.
- 4) Creates further impetus for the realignment and articulation of WLC courses that cut across the curriculum, e.g., all 304 courses ("Business and Professions") and 320 ("Today" courses).
- 5) Establishes a framework for developing cross-disciplinary curricula which will enhance new emphases in Languages and Cultures for Professions and for the Latin American Studies Certificate.
- 6) Formalizes the role of study abroad collaborations with the Colleges of Business and Engineering (e.g., the Spain Summer Study Abroad Program) and internships for academic credit (all 499 courses in WLC).

Thus the new single major in WLC will reflect the development and enhancement of area studies courses (numbered 320), the articulation of the Business and Professions courses (304), and the internship/experiential learning courses (numbered 499) across the WLC curriculum. Moreover it will provide the foundation for more fully integrating these courses into students' curricula, particularly in the LCP curriculum.

The most recent external review of the department and its programs (March 2007) specifically supports the proposed single major:

"The review team considers the proposed change of degree titles to a more umbrella designation as a positive step that is not merely cosmetic in nature. The new name captures succinctly and more transparently the new programmatic directions that the newly renamed department has taken. [MR3]" ("External Review of the Department of World Languages and Cultures", March 7-10, 2007)

Outcomes and Objectives:

Outcomes for all majors and minors will be assessed according to the department's adopted set of criteria derived from the National Standards in Foreign Language Education developed by American Council of Teachers of Foreign Languages (ACTFL). These criteria focus on the acquisition of skills and knowledge promoting the understanding of communication, cultures, connections, comparisons, and communities. All courses in the department have assessment standards designed to implement and measure the acquisition of skills in some or all of these five learning areas. Assessment methods are designed to be appropriate to course content, and each language concentration

area has implemented measures to ensure that all five learning areas are appropriately addressed in a balanced fashion across its curriculum. The development of these consistent assessment criteria throughout the department's programs has demonstrated the department's implementation of pedagogical and scholarly expertise across language areas, and has contributed to the department's decision to pursue this alignment of its language areas as concentrations under a single departmental major.

This reorganization will continue to build on the department's teaching and research strengths, because it will improve communication and contact among individual faculty and more effectively put the entirety of the faculty at the service of all of the department's students and stakeholders.

**b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's, college's, and department/program's strategic plan;**

"Students will become broadly educated, global citizens who are culturally informed, technologically adept, and ready to lead. Faculty and staff will share a passion for creating, sharing, and applying knowledge to improve lives world-wide."

- Iowa State University Strategic Plan 2005-2010, "Vision"

This is the educational mission of the department of World Languages and Cultures, which it expresses in its own strategic plan: to enable students to become broadly educated, global citizens who are culturally informed, technologically adept, and ready to lead – and to make this goal a world-wide one. This strategy cannot be implemented without sophisticated educational engagement with languages and cultures, and without understanding the modes of connection, community, and communication among them. The department believes that the tools of humanistic scholarship – careful reading of texts and cultural documents, close interpretive attention to the spoken and written word across languages and historical periods, archaeological investigation, critical analysis of cultural practices and traditions, along with energetic and reflective teaching practices about all of these areas – are ever more central to the mission of the university in a globalizing world. It is nonetheless clear that some elements of traditional language pedagogy and literary scholarship on languages other than English (LOTEs) no longer adequately address the increasing state and national need for credentialed professionals, scholars, and educators who understand the complexities of cultural affairs, cultural production, and intercultural communication, and who can communicate effectively through language and intercultural skills both locally and globally in professional, scholarly, educational, and policy contexts. Separate major areas in languages no longer adequately support the intercultural and communicative goals that the department sees as strategically important.

The department has already implemented many steps to improve its success with these strategic goals. In particular, it has successfully competed for major external funding to develop curricular initiatives across its language areas. The U. S. Department of Education UISFL (Undergraduate International Studies and Foreign Language) program has provided \$31,571 in FY03, FY04, and FY05 for the development of the department's REEES (Russian, Eastern European, and Eurasian Studies) program, which was co-implemented with the University of

Iowa and the University of Northern Iowa. This grant has significantly expanded the department's experience with distance learning models. The Title VI-A UISFL program has also funded the development of the department's Languages and Cultures for Professions (LCP) program, and has provided \$164,892 in FY05 and FY06 that has been applied across the department's language areas. This program addresses the links between technological and professional fields, languages, and cultures, and specifically enables students with primary majors in the Colleges of Engineering and the College of Business to pursue credentials in the study of languages and cultures. This program has been very successful in addressing student needs. After three academic years of implementation, the LCP program has currently (April 2007) 85 second majors enrolled in French, German, Russian Studies, and Spanish.

A single primary major in World Languages and Cultures with language area concentrations will therefore build on the collaborative success across languages, departments, colleges, and universities already achieved through numerous initiatives pursued by members of the department. Scholarship and teaching in the department will be better integrated and better communicated in several ways: through ongoing assessment of the most effective approaches to the teaching and acquisition of language, cultural awareness, and intercultural skills across language areas; through greater sharing of faculty expertise and resources; through wide-ranging, innovative, and broadly disseminated humanistic scholarship in contemporary and historically-informed approaches to media, cultural studies, literatures, languages and linguistics, and pedagogy; and through academic program and course offerings appropriate to the personal, educational, and career goals and needs of students and stakeholders in Iowa and beyond. The department believes that it can be a national leader in developing effective programs that explore and teach languages and cultures as globally-networked systems of communication.

**c. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.**

This program will integrate well with a number of programs on campus, including the new certificate program in Latin American Studies (for students acquiring a concentration in Spanish), the Western European Studies Program (for students of French, German, and Spanish), the REEES Program (for students of Slavic languages) – as well as Asian Studies (for students of Chinese), the Classical Studies Program, and the TESL/Applied Linguistics program, and the International Studies second major.

**d. The relationship of the proposed new program to existing programs at colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs; and**

The proposed program is not only unique within the Iowa Regents' system, but within the state of Iowa and the greater Midwest region as well. The majority of colleges and universities in Iowa offer a traditional model of separate major curricula for different languages. Both UI and UNI also offer degrees in area studies, but without a focus on intercultural communication.

- i. The University of Iowa (UI) offers BA degrees in French, Italian, German, Spanish, Portuguese, Russian, Classical languages, and Asian languages and literatures. UI also offers a BA in Ancient Civilizations (in addition to a more traditional degree in Classical Languages) as well as a BA in International Studies (with a concentration in one of 5 geographical areas combined with a strong language component).
- ii. The University of Northern Iowa (UNI) offers undergraduate degrees in French, German, Russian, and Spanish. UNI also offers interdisciplinary degrees in European Studies, Asian Studies, and Russian and East European Studies, along with Teaching Degrees in French, German, Russian, and Spanish.

Similarly, regional universities and liberal arts colleges in Iowa offer more traditional programs in language and culture study with a focus on one language and geographical area.

- Grinnell College offers BA degrees in Chinese, Classics, French, German, Russian, and Spanish and interdisciplinary degrees in Latin American Studies, East Asian Studies, and Russian, Central, and Eastern European Studies.
- Cornell College offers majors and minors in Classical Studies, French, French Studies, German, German Studies, Russian, Russian Studies, and Spanish.
- Central College – majors in French, Spanish and German Studies;
- Buena Vista University – a BA in Spanish;
- Simpson College – BA in French, German, and Spanish, as well as a minor in Latin American Studies.
- Drake University has recently eliminated majors in foreign languages and currently offers languages through a media-based DULAP (Drake University Language Acquisition Program).

Unlike the more traditional language and literature programs mentioned above, the proposed single major in World Languages and Cultures (with concentrations in specific language and culture areas) will encourage the acquisition of language and cultural skills as part of a global network of communication and exchange. The proposed major also integrates more traditional B.A.'s while focusing on professional communication. The department believes that the proposed major will position Iowa State University as a national leader in teaching world languages and cultures as globally networked systems of communication.

**e. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.**

The proposed major integrates with ISU's institutional goals as outlined in the University's Strategic Plan, which highlights "encouraging globalization initiatives for a better understanding of the multicultural and international world" as one of institution's core missions. The proposed major motivates students to look beyond their interest in only a single language, to gain experience with multiple languages and cultures, to experience the study of literature, cultural documents, and texts from a wide range of traditions of both the past and the present, and to develop an understanding of the increasing fluidity of national boundaries, institutions, and economies around the world.

Over the past several years the department has already begun implementing a number of steps that have streamlined its curricular structure, course offerings, and assessment criteria across language areas.

WLC faculty members have collaborated on the development of cross-cultural and cross-language courses. To date the department has offered several well-subscribed courses on film and media around the world as well as courses in the 370 series (which primary majors use to fulfill their continuing English proficiency requirement in a language area other than their own). In addition, WLC faculty increasingly team-teach courses within the department or with colleagues other colleges, e.g., “Technology, Globalization and Culture” (ME/WLC 484/584), Introduction to European Film (WLC 278), or Cultures in Transition: Cinema in Russia, China, and Brazil (LAS 250). A new interdepartmental course, Introduction to World Languages (LING/WLC 119X), was taught successfully in Fall 2006 by Prof. John Levis (English), with over 30 students enrolled. The course is specifically designed as an introduction to both the department’s integrated offerings in World Languages and Cultures and to the programs in Linguistics and Applied Linguistics. The department expects to continue to develop such cross-cultural, interdisciplinary, and interdepartmental courses in the future, providing students with cross-language perspectives on intercultural exchange and scholarly methods.

The department has also been successful in extensively implementing its program in Languages and Cultures for Professions (LCP). LCP has developed second major options in several world languages for students with primary majors or curricula in the College of Business or the College of Engineering with substantial funding from the U.S. Department of Education. Although focused on a particular language, the LCP initiative has involved broad collaboration between language sections in developing parallel courses in contemporary culture (“Today” courses) and “Business and Professions” courses (numbered 304) for France, Germany, Spain, Latin America, Russia, and China.

The department has also developed and refigured several highly successful Study Abroad programs that have offered students new and exciting opportunities to make their education global. Professors Chad Gasta, Julia Dominguez, and Lee L’Hote have developed the ISU in Spain summer program in business and engineering (formerly in Alicante, now in Valencia), which has grown within three years into the largest study abroad program sponsored by ISU, with over 80 students. Professor Kathy Leonard leads students of Spanish every other year on a program “In the Footsteps of the Incas” (Peru, Bolivia). Professor Olga Mesropova has founded the rapidly growing ISU summer program in St. Petersburg, Russia. Professor Aili Mu and Lecturer Dongming Zhang are planning a new summer study abroad program in Beijing, China for summer 2008. The department’s faculty in German also supports study abroad through a range of programs tailored to student needs and specialties (including through ISU membership in the International Student Exchange Program (ISEP) consortium), and have been highly successful in mentoring students to success in competition for major scholarships and awards including Fulbright and DAAD (German Academic Exchange Service) Scholarships. The department considers its wide range of Study Abroad offerings to be an integral part of its mission to make an Iowa State education effectively global.



In addition, the department has developed a range of networks and contacts that assist students in successful competition for internships in the public and private sectors around the world. The LCP program strongly encourages students to pursue such internships, and Professors Mark Rectanus and Chad Gasta manage student projects through which internship experience can earn academic credit. Professor Gasta's contacts in Spain, and Prof. Rectanus's in Germany (including with the nationally competitive USA Interns Program sponsored by the US Consulate in Frankfurt) have assisted almost 50 ISU students with career development.

Moreover, since 2003 the department has pursued a streamlined program of assessment criteria for course outcomes across language areas. These criteria are based on standards established by the American Council on the Teaching of Foreign Languages that seek to provide curricular means for fostering five modes of student engagement with understanding and exchange: communication, cultures, connections, comparisons, and communities. The department's upper-level undergraduate courses (300- and 400-level) have been compared across all language areas and streamlined to develop standardized means of assessment.

**f. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?**

Although the department has lost a number of faculty during the past few years, to other universities or to retirement, it has been able to make a number of strategic new hires who have strengthened the curriculum in key areas (e.g., in Latin America and in LCP). The US Department of Education Title VI-A [IMR4] UISFL Grant has also enabled faculty to develop curricula and enhance their expertise in the Business and Professions curricula targeted to their language, as well as in contemporary society and culture ("Today" courses numbered 320). In addition, the department has continued to recruit and motivate students successfully, and student enrollment has continued to increase in all language areas. The department is fully confident that it can continue to grow and improve despite the budgetary and personnel challenges that it has faced in the past few years. The current senior faculty and all recent tenure-stream hires – now over 10 – are qualified to teach a broad range of courses in a cross-disciplinary manner, and are already doing so successfully. The department has also been a leader with a number of innovative technologies and methodologies that help to attract highly qualified faculty as well as students, and is at the forefront of efforts to integrate offerings across colleges and through distance learning. The Language Studies Resource Center has a new director, and instructional support specialist, Dr. Julio Rodriguez, who is highly skilled in curriculum and instruction design and technology. He has led current faculty in the design of on-line courses and other forms of innovative methodology.

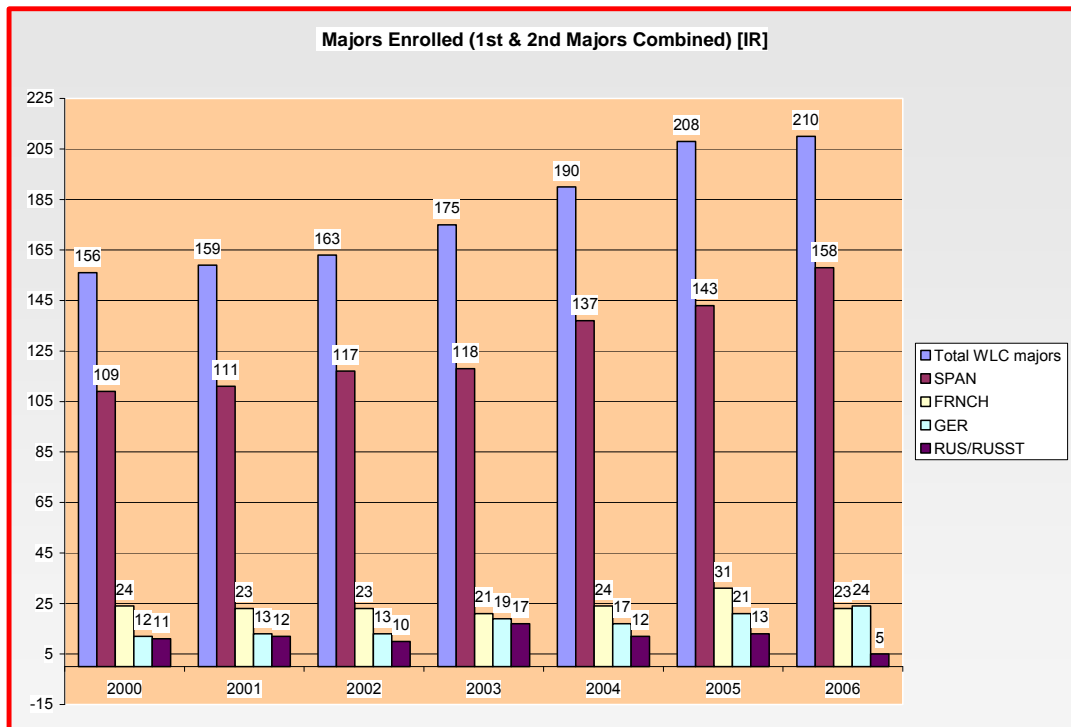
**g. How does student demand for the proposed program justify its development?**

Enrollments in the department's language offerings in Chinese, German, Russian, Spanish, and French are growing or holding stable despite decreasing faculty resources. The LCP (Languages and Cultures for Professions) program,

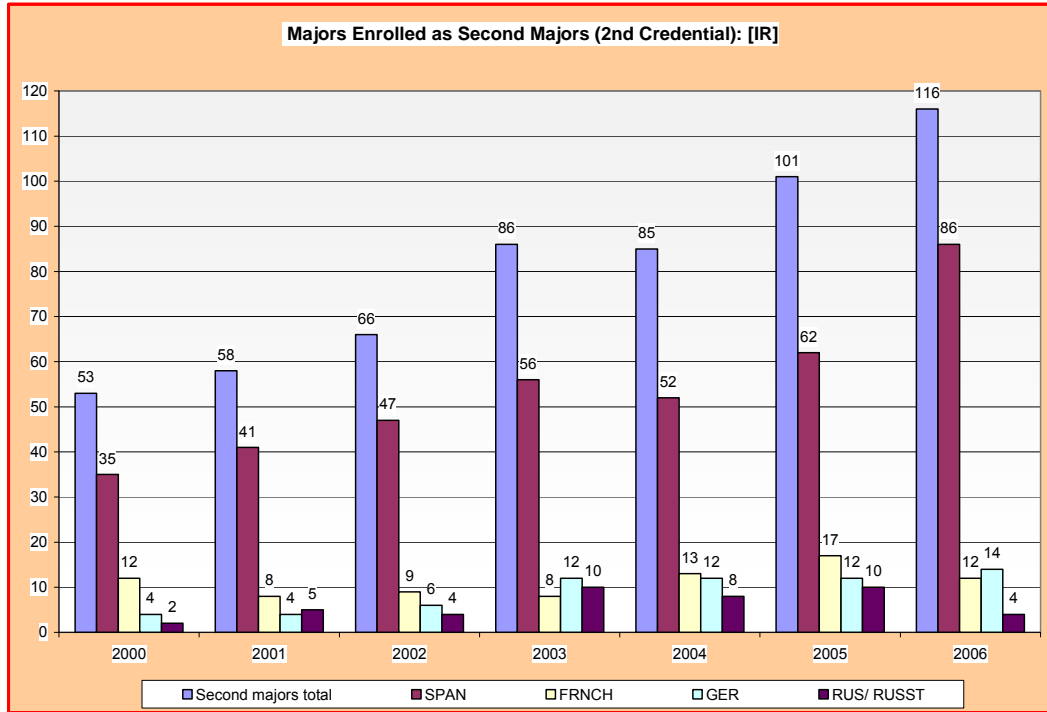
now in its third year, has grown from 0 to 85 majors. The department has thus concluded that incentives are growing for students to seek a language and culture concentration as a supplemental credential to a major in another field. At the same time, incentives for students to pursue language studies as a stand-alone credential are falling. Departmental exit surveys of graduating students, communication with alumni, and the experiences of peer departments across the nation confirm these trends. This reorganization of the department's major structure seeks to respond specifically and innovatively to these trends, and to put the entirety of the department's faculty – rather than simply faculty in one language area – more directly in the service of all of the department's students and stakeholders.

The following summary statistics from the Office of the Registrar and the Office of Institutional Research [IR] confirm these claims that since 2000: 1) our total number of departmental majors has increased; 2) our number of second majors has increased, including rapid growth in our LCP concentration; 3) the number of minors conferred has generally risen; 4) the department's overall student credit hours show an increase in student demand; and 5) the rise in student credit hours per full time faculty member demonstrates an overall higher productivity within the department.

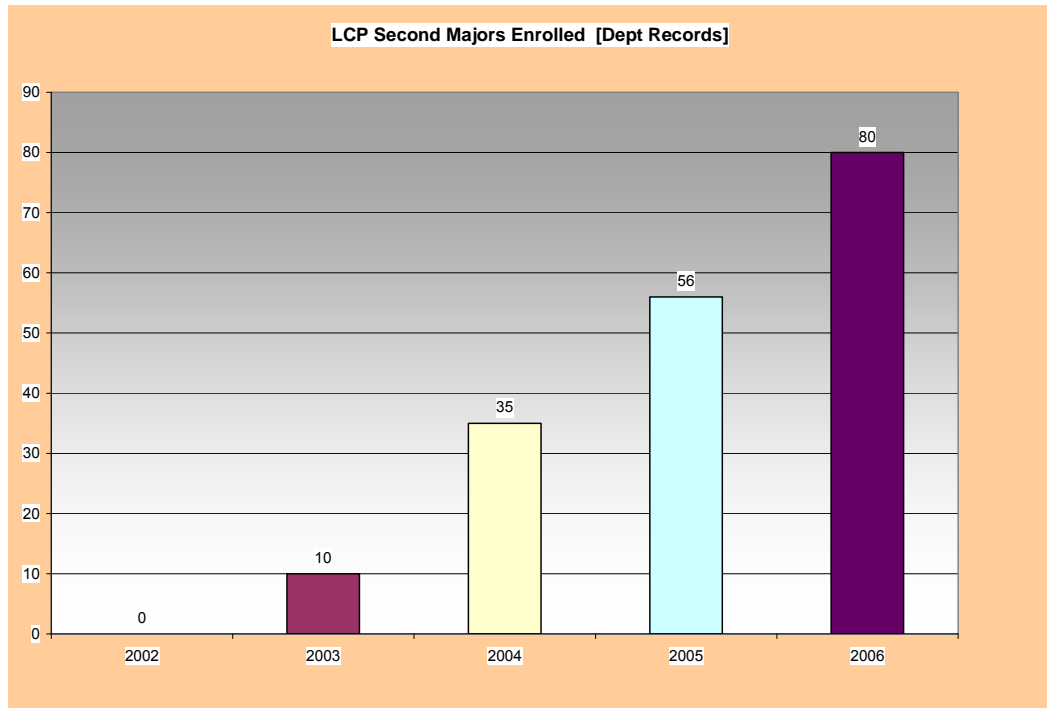
***Majors enrolled (first and second majors combined): [IR]***



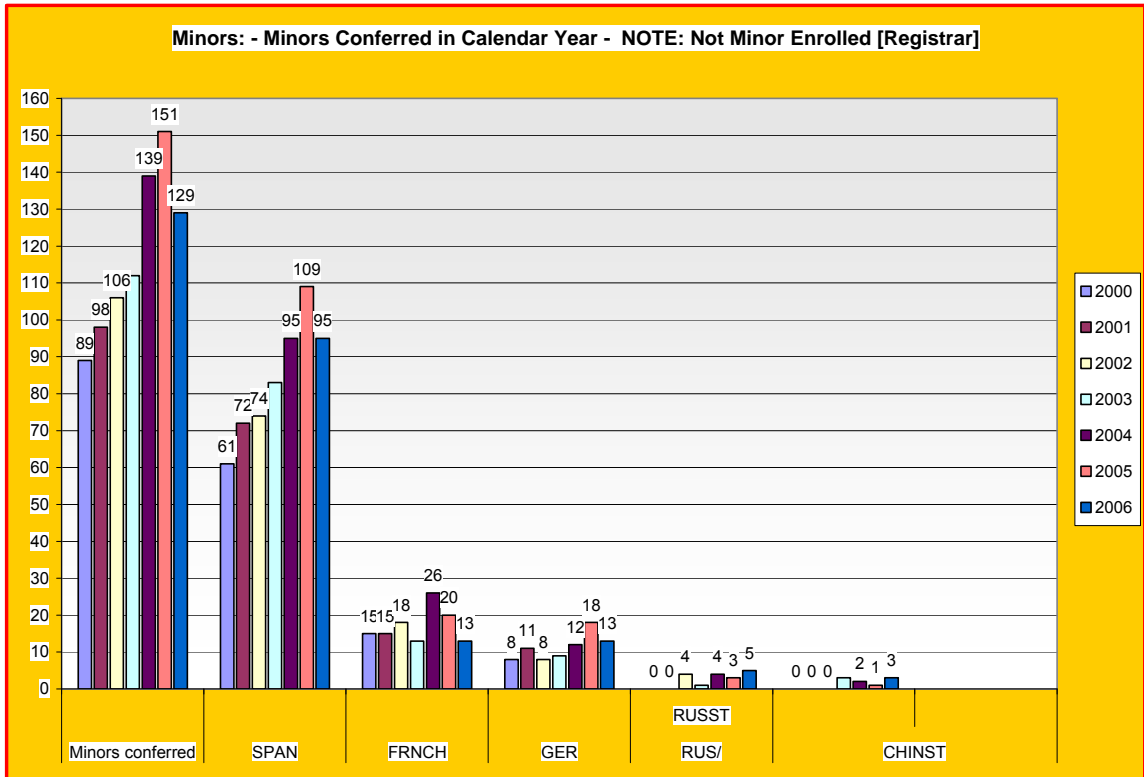
**WLC majors enrolled as second majors (second credential): [IR]**



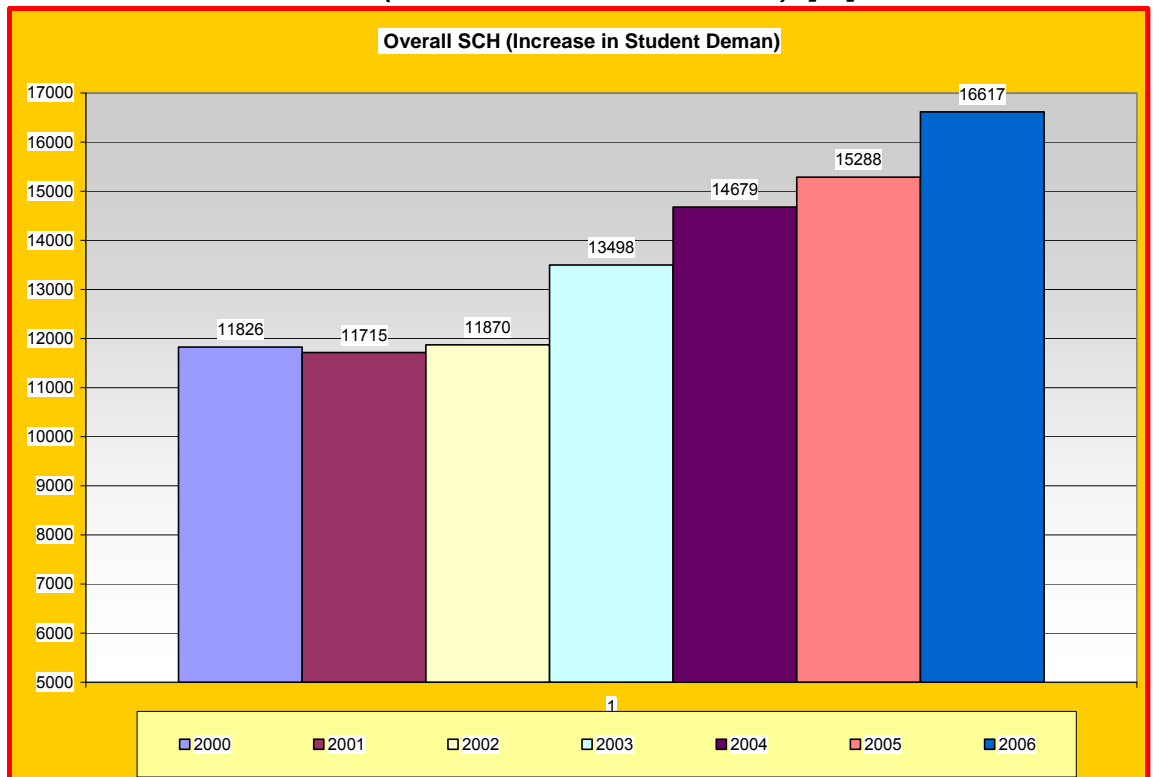
**LCP second majors enrolled (second credential) [dept records]**

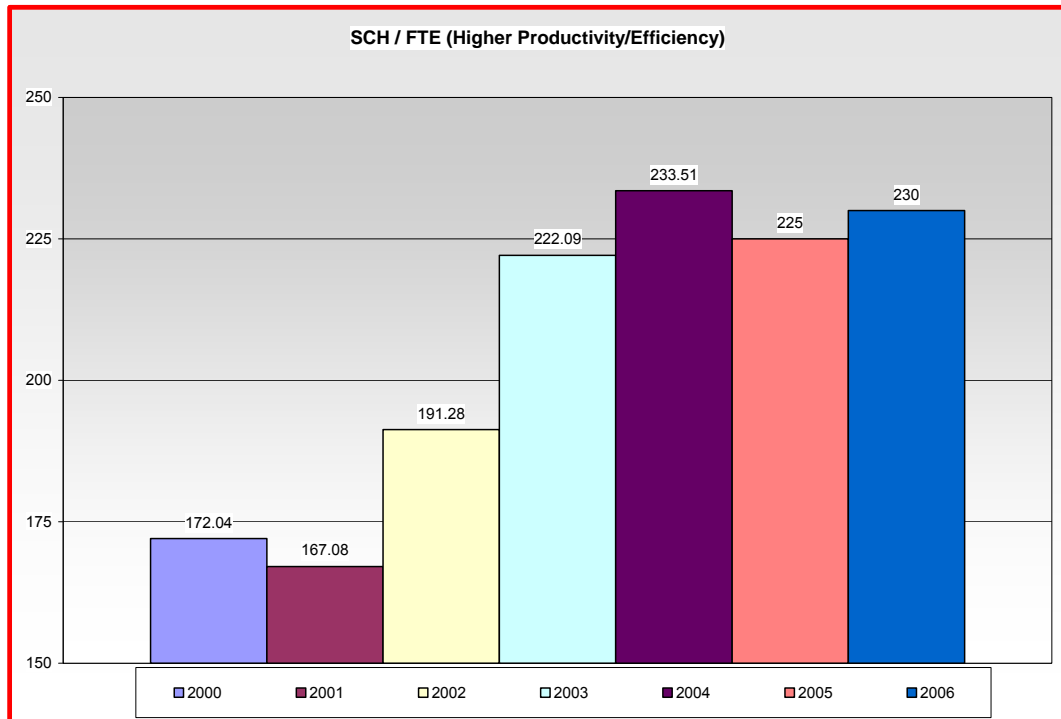


**Minors – minors conferred in calendar year (second credential):  
NOTE: NOT minors enrolled [Registrar]**



**Overall SCH (increase in student demand): [IR]**



**SCH/FTE (higher productivity/efficiency): [source: IR]**

**2. Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the near future (provide documentation about the sources of data used to estimate need and demand.)**

We are convinced of the national need/demand for world languages and cultures graduates of the proposed program for the following reason: the challenges of the twenty-first century demand more foreign language proficiency, cultural awareness, and intercultural skills because globalization has brought intense competition to the U.S. economy; clashes among cultures, religious beliefs, political systems and movements are impacting our national security; diversities of our workplaces, schools, and communities are changing the face of our society. *America's continued progress, prosperity, and global leadership depend on our students' effective interaction with the world community both inside and outside our borders.*

- a. The Committee for Economic Development (CED) (a non-profit, non-partisan organization of more than 200 business leaders and university presidents) has stated it most clearly:

"Knowledge of foreign languages and cultures is an economic necessity." Globalization has intensified worldwide economic competition with American businesses. U.S. companies of all sizes must, according to the CED, succeed in overseas markets. America's economic interests have created tremendous needs for graduates of our proposed program, i.e. employees with knowledge of foreign languages and cultures and skills of intercultural communication. (All further references to the CED Report are available at:

<http://www.actfl.org/files/public/Finalreport.pdf>

- b. It is a fact that the lack of sufficient linguists and cultural awareness has hampered both our national security and diplomatic efforts in the world arena (CED Report). We absolutely need to be better versed in the languages and cultures of other world regions to act and react more meaningfully and effectively.
- c. As a multicultural nation, America is becoming increasingly diversified. Cultural knowledge and communication have become critical not just to the success of American businesses but also to the survival of cherished American values and civic virtues.
- d. Robert Rosen, the author of *Global Literacies*, reiterates best the relationship between world language and culture learning and America's capacity to lead: "All business is global, yet all markets are local. This globalized multicultural world needs leaders with a keen understanding of national cultures. By learning from other countries, these leaders develop the best thinking and best practices from around the world enabling them to leverage culture as a tool for competitive advantage."
- e. As an integral part of the country, the state of Iowa faces the same need/demand that the country faces and for the same reasons. The following data from the ***Iowa International Business Survey***, conducted in March and April 2005 by Iowa State University and Iowa World Language Association, support this claim:
  - 15% of the businesses reported that more than half of their employees work in positions that utilize a foreign language." Over 80% of the business used foreign languages in their sales departments. About half used foreign language in customer service (50%) and in marketing (46%). One-fourth used foreign language in administration.
  - Over 70% respondents thought that overall revenue would increase somewhat to a great deal with more proficiency in foreign languages. About 82% thought that a better understanding of foreign cultures would increase revenue overall.
  - Iowa businesses reported that they find employees with foreign language proficiency and/or understanding of foreign cultures both in and out of the state. Less than half (43%) of the respondents found employees with these characteristics in Iowa; 36% looked and found appropriate employees in other states, and 32% in other countries. Almost half (46%) reported that finding employees with these characteristics difficult. These figures show that the state of Iowa currently cannot produce enough qualified employees in foreign languages and cultures to meet its own demand.
  - When asked what foreign language skills and understanding of foreign cultures they wished their employees had acquired in school, most of the respondents wished their employees had proficiency in a foreign language like Spanish, German, Italian, Bosnian, Chinese, Arabic, or French. Spanish was the language most often noted. Additionally, many of the respondents noted that they would have liked for their employees to have acquired at least a basic understanding of foreign cultures through school and/or by traveling to or living in another country.



\*Giving the pedagogical need to limit class size in language courses, staffing levels, and investment in the academic majors, we believe we can reasonably accommodate no more 300 students in the academic minors in world languages.

**b. Graduate**

N/A

**c. What are the anticipated sources of these students?**

Our individual language programs currently enroll approximately 218 student majors. We have seen steady growth in the number of majors in the past decade. The change of name and orientation of our major will not impact this growth. We anticipate keeping all of our current World Language majors and increase these gradually over the course of seven years. The department also anticipates increased growth from students in the International Studies major who also select primary majors in WLC. The new interdisciplinary major in Criminal Justice will potentially create new demand in select languages. Additionally, the Colleges of Business and Engineering continue to actively assist our recruiting efforts for students in the LCP program, and we therefore expect the growth trend in LCP majors to continue in the coming years.

**5. If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction.**

As currently configured, our majors are offered on campus. However, nearly all of our majors spend some time in one of our directed study abroad programs. We do not envision making any changes to our on-campus program or our study abroad offerings in the near future.

**6. Has the proposed program been reviewed and approved by the appropriate campus committees and authorities? List them:**

The proposed program was approved by the faculty of the Department of World Languages and Cultures in October 2006.

The proposal was approved by the LAS Curriculum Committee in April 2007.

**7. List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and the results of listserv review. (THIS WILL BE FILLED IN BY THE PROVOST OFFICE.)**

**8. Will the proposed program apply for accreditation? When?**

No special accreditation is applicable.

**9. Will articulation agreements be developed for the proposed program? With whom?**



The Des Moines Area Community College (DMACC) Urban Campus offers an innovative A.S. degree in Interpretation and Translation (ITR) which targets bilingual students seeking professional certification as interpreters or translators. The ITR curriculum emphasizes theoretical approaches to the science and ethics of interpretation and translation and includes an extensive practicum experience. In order to encourage the graduates of the ITR program to continue and enhance their studies at a more advanced level, the Department of World Languages and Cultures and DMACC ITR faculty are finalizing a 2 + 2 agreement for transfer articulation. Through this agreement, A.S. graduates of the DMACC ITR program can continue their studies toward the B.A. in World Languages and Cultures or the B.A. in Linguistics at Iowa State. The agreement is a logical one in that the ITR graduates bring with them strong second-language proficiency skills. The WLC curriculum offers these students coursework in culture (i.e., civilization, film, literature, non-literary texts) which does not form part of their training at DMACC. In this fashion, the curricula of the two programs are mutually complementary.

**10. Describe the faculty, facilities, and equipment that will be required for the proposed program.**

Because the proposed program is a straightforward reconfiguration of our current existing academic majors in foreign languages, we do not envision the need for any additional resources beyond what we normally request from the College of Liberal Arts and Sciences for regular instructional needs. We will not need additional faculty to staff the new major program. Our current office and language resource center facilities have been renovated and increased in FY2006, so no additional facilities or equipment are required.

**11. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?**

The proposed new academic major is a reconfiguration of our current separate language majors and does not require additional financial resources.

**12. Estimate the total costs/total new costs (incremental increases each year in expenditures) that will be necessary for the next seven years as a result of the new program:**

The proposed new academic major is a reconfiguration of our current separate language majors and does not require additional financial resources.

**Supplemental materials  
(to be used at Iowa State University in the review of the proposal):**

**13. Program requirements, including:**

**a. prerequisites for prospective students;**

ISU undergraduate students may enter the program at any time. However, students must be aware of the time required to complete the requirements of the program (i.e., language study equivalent to four years of college-level study) and plan accordingly.

**b. language requirements:**

This is a language program that requires the equivalent of four years of college-level language study to complete. Most students who graduate with a degree in a world language enter the major at the 200- or 300-level of language study.

**c. courses and seminars presently available for credit toward the program:**

All courses required for the program are currently in place. Our curricula in French, German, Russian Studies, and Spanish will not have to be modified in order for students to successfully complete the proposed major in a timely fashion.

**d. proposed new courses or modifications of existing courses;**

With the support of a U.S. Department of Education Title VI-A UISFL grant in 2004-2007, the faculty have already completed development and/or modification of new courses in world languages and cultures with emphasis on professional communication and global culture. These courses have been successfully folded into our regular course offerings. One new course has been developed in collaboration with the LAS Cross-disciplinary Linguistics Program, WLC/Ling 119x, Introduction to World Languages, taught for the first time Fall 2006. This course will be available as an elective for majors of World Languages and Cultures.

**e. thesis and non-thesis options in master's programs;**

N/A

**f. implications for related areas within the university;**

This program will integrate well with a number of established programs on campus, specifically with: 1) the new certificate program in Latin American Studies (for students acquiring a concentration in Spanish), 2) the Western European Studies Program (for students of Spanish, French, and German), 3) the REEES Program (for students of Slavic languages), 4) the Asian Studies Program (for students of Chinese), 5) the Classical Studies Program (for students of Romance languages and cultures), 6) the new Engineering Minor (including an elective course cross-listed with WLC, "Technology, Globalization, and Culture" ME/WLC 484/584), 7) the Entrepreneurial Studies Minor (i.e., all WLC courses numbered 304 in "Business and Professions"); 8) the Teacher Education and Linguistics programs, for those students who plan to teach; 9) the International Studies second major.

**g. Admissions standards for graduate programs:**

N/A

- 14. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources as described in the Regents questions.**

No new resources are being requested or reallocated.

- 15. Attach to the program proposal, letters of support, recommendations, and statements when appropriate:**

**a. from programs at the other Regents universities**

We have received letters of support from world language and cultures departments at the other Regents universities (see attached).

**b. from programs and departments at ISU which are associated with the proposed program or have an interest in the proposed program.**

We have requested input from departments and programs associated with the humanities and related social sciences. The proposed major has received support from the following ISU departments: English, Greenlee School of Journalism, Philosophy & Religious Studies. We have received no feedback from the departments of Political Science, Sociology and Anthropology, and History.

**Notes:**

1. The CIP Specialty name and number is found at:  
<http://nces.ed.gov/pubs2002/cip2000/>

## Appendix 1

### B.A. in World Languages and Cultures, Group I (Languages and Cultures)

#### Group I: Concentrations in Languages and Cultures:

Major in World Languages and Cultures: French

Major in World Languages and Cultures: German

Major in World Languages and Cultures: Russian Studies

Major in World Languages and Cultures: Spanish

**(All credits applied to the major must be above 200-level.)**

	Concentration in GERMAN (30 cr.)	Concentration in FRENCH (30 cr.)	Concentration in SPANISH (33 cr.)	Concentration in RUSSIAN STUDIES** (30 cr.)
<b>Advanced Language Core Courses from which to choose (taught in target language)</b>	301 302 304 305	301 304 310 314	301 351 303 352 304 462 314 463	301 304 314 320 401
<b>Advanced Literature and Culture Core Courses from which to choose (taught in target language)</b>	320 330 440	320 440 333 334	330 321 326 331 322 440 332 323 441 333 324 445	440
<b>Advanced Literature and Culture (in English)</b>	370 475* 371* 476* 378*	370 471 375* 472 378*	370	370 375 378
<b>Study Abroad/ Internship (electives)***</b>	395 490 499	395 490 499	395 490 499	395 490 499

\*: Additional fourth credit available in target language for majors

\*\***Concentration in Russian Studies** includes core work in advanced Russian language and culture, and electives in programs including History and Political Science (Electives: Hist 421, 422, 530; Pol S 349, 363)

\*\*\*395, 490, and 499 are all offered for variable credit and may be applied to the 30 credit requirement in each language area.

## Appendix 2

### B.A. in World Languages and Cultures, Group II (Languages and Cultures for Professions)

#### Group II: Concentrations in Languages and Cultures for Professions (LCP):

Major in World Languages and Cultures: French for Professions

Major in World Languages and Cultures: German for Professions

Major in World Languages and Cultures: Russian Studies for Professions

Major in World Languages and Cultures: Spanish for Professions

Majors in World Languages and Cultures in Group II are second major concentrations only (currently available to students with primary majors or curricula in the College of Business or the College of Engineering)

#### Group II: Concentrations in Languages and Cultures for Professions (LCP)

(All credits applied to the major must be above 200-level.)

	<b>LCP GERMAN (30 cr.)</b>	<b>LCP FRENCH (30 cr.)</b>	<b>LCP SPANISH (30 cr.)</b>	<b>LCP RUSSIAN STUDIES* (30 cr.)</b>
<b>Required core courses</b>	304 305 320 440 475 or 476	301 304 310 314 320 440	301 303B 304 314 321 or 323 322 or 324 351	301 304 370 440
<b>Internship</b>	499**	499**	499**	499**
<b>Elective/ additional courses</b>	301 302 330	333 334 471 472	330 440 331 441 332 445 333	314 320 375 376 401
<b>Study Abroad</b>	395**	395**	395**	395**

\***Concentration in Russian Studies** includes core work in advanced Russian language and culture, and electives in programs including History and Political Science (Electives: Hist 421, 422, 530; Pol S 349, 363)

\*\*395 and 499 are all offered for variable credit and may be applied to the 30 credit requirement in each language area.