

HSU Academic Program Criteria

Academic Program in German

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

ENTER COMMENTS HERE

1.) The German program attracts individuals who seek to improve the human condition and our environment, and 2.) seeks to be the premier center for the interdisciplinary and international study of the environment. As Brett Lee wrote, “The main reason I decided to come to Humboldt was because of the Environmental science appropriate technology program and also to learn German. Learning German for me is not just to learn another exotic language from Europe but rather to help me in the appropriate technology field.” The German program routinely offers joint seminars with the **German Consulate in San Francisco**, either here on campus or in San Francisco, and in spring 2008 Consul Karsten Tietz traveled to HSU to speak about climate protection and German environmental policies. He will return for annual seminars or workshops on ecology, environmental sciences, and natural resources in conjunction with German, Geography, Natural Resources and Planning Interpretation and Geology. The **HSU bilateral exchange program with Martin Luther University in Halle, Germany**, will expand to include students and faculty in the area of the Geosciences which includes fields such as Geography and Geology to Natural Resources Planning and Interpretation as well as other areas of the Natural Sciences. All students in Germany, including our HSU students, receive governmentally subsidized housing, transportation, and meals, and there are no costs for books, but in addition, Martin Luther University provides a Kontaktstipendium (scholarship) for our HSU students. This is 400 Euros per month for 6 months or 12 months, depending on whether the student is staying for one or two semesters. This pays for airfare and living expenses for the HSU student studying at MLU. The most expensive part of the exchange is the tuition and fees paid by the HSU student to our University. **4.) The German program is renowned for its social and**

environmental responsibility and for its ability 5.) to produce individuals who act in good conscience and engage in informed action. Previous mention has been made of the German program and environmental responsibility, but social responsibility is interwoven with the cultural and historical content of the program and influences our German graduates. For instance, Vanessa Emlich Schmidt writes, “...for a period of time and more recently I worked as a Senior Project Manager for a translation and interpreting firm, where I served as the lead on projects for Fortune 100 companies. [...] However, I have also worked with homeless families and single mothers in inner city Denver, and I currently work as an advocate for people who have attempted to commit suicide. These jobs require someone with a diverse background, someone who is able to communicate across race and cultural borders. I learned to recognize and embrace an individual's diverse background and gained essential cross-cultural communications skills, because I was a German major at Humboldt State University.” German graduates possess not just language skills, but also cultural sensitivity. Soils and German graduate Jen Anderson took the literature class German 306: Sex, Class and Culture and writes, “In my classes with Dorothy Pendleton, we studied literature that taught me a great deal about culture different from my own. [...] Since first starting to learn German, I have studied French, Spanish, and Hebrew. [...] In a few months I will once again be reaping the benefits of how well the German program at Humboldt prepared me to learn language, and ease into a new culture—I'll be leaving for Ethiopia to do agricultural work among subsistence farmers, and will be learning Amharic and a Central Cushitic language specific to the people group I'll be living among. And, I have no doubt that I may happen to run into more German speakers in the rural mountains of Ethiopia!” **6.) HSU and the German program are committed to increasing our diversity of people and perspectives.** German is a key player in the “internationalization” our campus—also a prominent goal of HSU’s Strategic Plan—by a) running a fleet and efficient summer travel/study program in Germany [over 57 HSU/CSU students served] and b) maintaining a bilateral exchange with Martin Luther University Halle-Wittenberg (MLU) that sends several HSU students to Germany and welcomes several German students to our campus every year. The previous 15-year, bi-lateral exchange with the University of Bielefeld 1990-2004 netted 44 incoming and 40 outgoing students. In addition, many HSU students of German and other majors study in Germany through the CSU International Programs and through a variety of outside programs.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary Majors_overview_GERM report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GERM	German	5	6	5	6	8	9	12	17
Total		5	6	5	6	8	9	12	17

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_GERM report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GERM	German	7	7	6	4	12	14	16	10
Total		7	7	6	4	12	14	16	10

Minors enrolled AY Average in German minors_enrolled_GERM report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	1	1	1	1	3	2
Soph	0	0	1	1	2	2	1	2
Jr	1	1	1	3	1	2	2	1
Sr	4	5	4	1	4	2	2	1
	5	5	6	6	7	6	8	5

Majors by Sex and Ethnicity Majors_overview_GERM report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Hispanic	0	1	0	0	1	0	2	2
	Native Amer	0	1	0	0	0	0	0	0
	White	0	3	2	2	2	4	3	5
	Other	1	0	0	0	1	1	2	1
	Unknown	0	0	0	0	0	0	0	2
sum		1	4	2	2	3	5	6	9
	Black	0	0	1	0	1	1	0	0

Male									
	Hispanic	1	1	0	0	0	0	0	0
	White	0	0	0	0	2	2	3	4
	Other	0	0	1	0	0	1	1	2
	Unknown	3	1	3	4	3	2	3	3
sum		4	2	4	4	5	5	6	9

German Annual Degrees Awarded (includes primary and second majors) degrees_awarded_B_GERM report generated: 09-OCT-07								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
German	8	9	8	5	4	4	7	5
sum	8	9	8	5	4	4	7	5

German Degrees Awarded by Sex and Ethnicity (incl. primary and second majors) degrees_awarded_B_GERM report generated: 09-OCT-07									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Hispanic	0	1	0	0	0	0	0	0
	White	4	1	2	3	1	1	3	2
	Other	0	1	1	0	0	0	1	0
	Unknown	0	2	1	0	0	0	1	1
sum		4	5	4	3	1	1	5	3
Male	Black	0	0	0	0	0	0	1	0
	Hispanic	0	0	1	0	0	0	0	0
	White	3	1	3	1	2	1	0	2
	Other	0	0	0	1	0	0	0	0
	Unknown	1	3	0	0	1	2	1	0
sum		4	4	4	2	3	3	2	2

Minors Awarded by Year in German minors_awarded_GERM report generated: 20-AUG-08								
MINOR	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
German	2	0	2	0	1	2	0	0

2. FTES by Course Code

FTES taken in German classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_GERM report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GERM	Lower-div	Undeclared	2.8	3.6	3.4	3.3	3.6	5.9
		Music	.3	.5	.3	1.6	1.1	1.9
		English	1.9	2.3	1.1	1.8	1.7	1.9
		IS-INTL- International Studies	.5	.7	.3	.8	.8	1.7
		Business Administration	.0	.0	.0	.4	1.9	1.4
		German	.0	.2	1.0	.6	1.8	1.2
	Sub-total		13.9	17.4	14.8	18.4	22.5	23.4
	Upper-div	Undeclared	1.6	4.0	3.3	4.5	4.6	3.3
		German	1.6	1.4	1.6	1.5	2.3	3.2
		English	2.6	1.7	1.3	2.1	1.0	1.3
		Business Administration	.5	.4	.7	.6	.9	1.3
		IS-INTL- International Studies	1.1	2.1	1.1	1.5	1.4	1.3
	Sub-total		22.8	25.8	21.8	26.2	23.5	21.4
Total			36.7	43.3	36.6	44.7	45.9	44.8
FTES taken in German classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_GERM report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
GERM	All Levels	Undeclared	4.3	7.6	6.8	7.8	8.2	9.2
		German	1.6	1.6	2.6	2.1	4.1	4.4
		English	4.5	3.9	2.4	3.9	2.6	3.2
		IS-INTL- International Studies	1.6	2.7	1.4	2.3	2.1	3.0
		Business Administration	.5	.4	.7	1.0	2.8	2.7
		Music	.6	.6	.5	1.9	1.3	2.3
		Psychology	.8	1.7	1.7	1.8	1.2	2.1
Total			36.7	43.3	36.6	44.7	45.9	44.8

Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
Liberal Studies non-teaching		GERM 107 (4), GERM 305 (3), GERM 306 (3)
International Studies: Europe, Germany	GERM 105 (4), GERM 106 (4), GERM 107 (4), GERM 207 (4), GERM 311 (4),	GERM 480 (1-4)
English Lit. Studies B.A and M.A.		GERM 105 (4), GERM 106 (4)
Women's Studies		GERM 306 (3), GERM 480 (1-4)
GE Area C		GERM 106 (4), GERM 107 (4), GERM 305 (3), GERM 306 (3)
DCG		GERM 306 (3)

3. Comment on the External demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

German

ENTER COMMENTS HERE

Even though the German BA has been eliminated and will be phased out by spring 2010, the data from the former German BA program shed light on the future of the German program. According to the HSU analytical website, between 1999 and 2007 the Humboldt State German program produced 50 primary and secondary German majors. In those same years, the average FTEF in Humboldt's German program was 1.88 faculty. That means that 1.88 faculty produced **6 majors per year (6.25 actually)**. That means that German's average degrees per FTEF was 3.32. That is an astonishing accomplishment for the HSU German major. The same ratios in other departments in CAHSS were Spanish (3.12), English and Linguistics (2.89), Native American Studies (2.72), Theater Arts (2.40), Philosophy (1.55), Music (1.44), and Communication (1.09). All of this suggests that there was significant internal demand for the German major. Over the last 10 years, the graduation rate for ethnic minorities with a German major has been 15% which is the same percentage as Music and about the same as the total number of ethnic students who graduated from HSU in the same ten-year period. German's percentage of ethnic graduates is better than Art, English, French, Geography, Philosophy, Religious Studies, and the MA and MFA in Theater. Over the years our German majors represented a wide range of ethnicities: Black, Hispanic, Native

American, Pacific Islander and “Other”. The numbers of females and males is about equal. Although the German major has been discontinued, we believe statistics show that the German major was increasingly attracting majors at the time of its elimination, and we maintain that eliminating it decreased the access to excellence that our CSU system says it values.

German Minor

ENTER COMMENTS HERE

The German Major program was able to significantly increase its numbers, and we are certain that we will be able to do the same with the number of students graduating with a German Studies minor. In the past, German students opted to receive the German major rather than the minor, but because the German major will soon cease to be an option, we predict that students who would have majored in German will now become minors. The only option an HSU student may have for demonstrating German language ability will be through a German Studies minor. In the past, German minors numbered between 5 and 8. In the future, however, we expect this number will increase substantially, depending upon the numbers and types of courses offered and the staffing available to teach a meaningful minor to our students. A German Studies minor that emphasizes language and cultural development could be as successful as the German major was in attracting HSU students to the German program. The German Studies minor would be a language development program with an English language course component and would prepare our students to enter graduate school as well as to supplement other professional and career choices.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

ENTER COMMENTS HERE

German and German Minor

In the past, Dr. LaBahn Clark always handed parents and potential or enrolled German majors two sheets of paper, one listed some of the statistics and websites about language study and career options, the other listed the career paths and academic accomplishments of some of our HSU German graduates. Of the two sources, the list of graduates and their accomplishments was always more compelling for both the parents and the students. For that reason, we will forego the first sheet of statistics and websites and focus first on the list of our graduates, first on their careers and accomplishments, and then in section III. Program Quality part A. we will focus on their academic accomplishments and careers.

Christopher Shutt, German and Environmental Resource Engineering, attended Humboldt University Berlin with all A's, taught German in Bulgaria through the Peace Corp, currently employed by Multnomah County Environmental Health Department, Portland, Oregon; **Nikki Eddy**, German and English major, worked in Heidelberg for the Department of Defense as an English teacher, currently teaching English in San Diego; **Danielle Preißler (Hawkins)**, German, studied at Martin Luther University in Halle, married and living in Austria teaching German, Spanish and Mathematics; **Vance Carver**, German major, teaching German and French at preparatory high school on the East Coast; **Jen Anderson**, German and Soil Science, volunteered with and International Student Ministry, participated in cross-cultural urban ministry in East Oakland, has studied French, Spanish, and Hebrew, currently doing agricultural work in Ethiopia, learning Amharic and Central Cushitic; **Vanessa Emlich Schmidt**, German major, studied at University of Bielefeld, Master of Arts in Translation University of Surrey England, translator and project manager for interpreting firm in Germany, currently living in Denver doing family outreach; **Jim Nicholson**, German major, Publications Manager for an international charity doing educational, fundraising and marketing materials in German for a sister charity in Frankfurt, Germany, currently Primary School teacher of German in London, England; **Michael Stoob**, German major, currently living in Hannover, Germany, Production Engineer for Northern German Public Radio; **Robert Bell**, German major, internship at Nixdorf Computers, MBA, entrepreneur living in Arcata; **Susanne Bergstrom**, German and Journalism, studied at University of Bielefeld, currently PR Director for Folio Fine Wine Partner, deals with wineries around the world but especially in Austria; **Scott Zagar**, German major, studied at Martin Luther University, currently living and working in Berlin as a web designer and successful artist.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

French (with options) Mean GWPE Scores (incl. primary and second majors) degrees_awarded_B_FREN report generated: 25-JUN-08								
MAJOR	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
German	15.8	17.5	19.5	18.0	17.0	19.5	19.7	16.7

NOTE: We assume that the word **FRENCH** in the table above is in error, and that these are the **GERMAN** GWPE scores. We are also unaware of any evidence linking GWPE scores with student learning in any specific subject or program area. Nevertheless, German students pass this exam.

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

ENTER COMMENTS HERE

The following list of German majors demonstrates a pattern of student achievement, student honors or awards as well as student success in graduate school and careers. **Sarah Cole**, German and International Studies Congressional Bundestag Scholarship winner and \$3,000 Hearst/CSU Trustees Award for Outstanding Achievement for 2006-2007, graduates 2009; **Stacy Clark**, studied for a semester at Martin Luther University, currently at German University of Denver Graduate School of International Studies, graduates 2009 with Masters in International Security with emphasis in European Security and Development; **Samuel Yudin**, Staff Sergeant, German major, studied Korean at Defense Language Institute, Monterey, translator for German Defense attaches, Korean officials and American officers in Korea after 9/11 attacks, currently living in the middle east; **Carrie Collenberg**, German, Rotary International Ambassadorial Scholarship winner, \$25,000 to study for four years in Switzerland, Masters CSU Long Beach, currently in graduate school at the University of Minnesota, Minneapolis in German Studies; **Kathryn McCluskey**, German and English, currently enrolled in Graduate School studying Library Science; **Matthew Poole**, German and English, graduated San Francisco School of Law, Dean's Recognition Scholarship,

Executive Director of the USF Moot Court Program, currently first year associate with Morgan, Lewis and Bockius LLP, a global law firm; **Antonio Juan Tomas Lopez**, German major, Peace Corps volunteer, Masters in Library Science, UCLA, professor of languages at Cosmolingua Centro Cultural, Chiapas, Mexico; **Juliana Dixon**, German and Environmental Science, accepted to Technical University of Munich to Master's program in Sustainable Resource Management; **Erik Schjeide**, German major, graduate work with fellowship in Nordic Languages and Culture at Berkeley, German major required; **Nathan Ross**, German and Philosophy, studied in Germany, Fulbright scholar, Assistant Professor of Philosophy, DePaul University, Chicago, Illinois; **Nikki Hodgson**, German and English, studied in Heidelberg through the CSUIP, currently doing a Master's Degree in Conflict Resolution and Peace Negotiation at the Monterey Institute, two languages required; field of study is environmental policy, therefore the importance of German; **Wendy Waxman**, German, studied on HSU exchange University of Bielefeld, received an M.A. in political science from the University of North Carolina, Chapel Hill, Transatlantic Masters program (TAM), spent 10 months studying in Berlin, currently living and working in Berlin, Marketing Director for AYUSA Cultural Exchange; **Corin Balkovek**, German, will begin an MA program in the spring of 2009 at Martin Luther University, with a scholarship.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

ENTER COMMENTS HERE

Dr. LaBahn Clark: member and leader in the California (Foreign) Language Teaching Association, state-wide subject matter project devoted to increasing language teaching effectiveness; supports the diversity of people and perspectives and the internationalization by organizing and leading several seminars that trained local teachers in communication-based instruction, including teachers of Karuk and Yurok; awarded multiple stipends to CLTA summer institutes in Santa Barbara; statistical and narrative teaching evaluations exemplary; several years as WLC faculty Liaison for HSU Student Learning Outcomes and

Area C Learning Outcomes Assessment, helped draft departmental mission, goals, and learning outcomes, helped develop Area C rubrics and tests of HSU learning outcomes 1 and 2; post-tenure review was both recent and laudatory; has always been a steward of learning to make a positive difference;

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	100%		
At least one funded grant or contract related to scholarship			
Invited participant or leader of workshops, expert panels, or task forces			
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting			
Professional service activities at a regional or national level	100%	100%	100%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	100%	100%	100%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

ENTER COMMENTS HERE

Dr. LaBahn Clark: scholarship on Jewish survivors of the Holocaust who remained in Germany and survived the Third Reich with the aid of non-Jews; every summer since 1996, organized and ran the Three-Week Summer Travel/Study Program to Halle, Germany; organized and conducts the Bi-Lateral Exchange with Martin Luther University in Halle and formerly the 15-year exchange with the University of Bielefeld; Chair of the CAHSS Ad Hoc Summer Committee; Liaison for WLC with the HSU Assessment Committee; served on the College Personnel Committee of the College of Professional Studies.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

ENTER COMMENTS HERE

In addition to development and conduct of study abroad programs (# 3 above), Dr. LaBahn Clark is German Program Director and Advisor; meets with every major and minor individually; advisor for International Studies: Europe and Germany; German Club; conducts bi-weekly, two-hour German conversation groups every semester of every academic year; has taken three groups of 25 students to Oregon Shakespeare Festival; Service Learning Fellow and co-founder of The Humboldt Children's Language Academy; helps HSU students to apply for and receive scholarships and grants as well as acceptance to graduate school; co-developer of the Transfer Interest Group (TRIG): Clash of Civilizations; co-developer of Freshman Interest Groups (FIG) connecting English Composition classes to language classes.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

ENTER COMMENTS HERE

Both faculty are women, multilingual world travelers with strong professional connections to universities, artists, and intellectuals in the United States and throughout the German-speaking world. Both are dedicated teachers who have a wide range of experience, including study abroad programs for American students.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes

Describe how written and oral communication skills are included in your program.

ENTER COMMENTS HERE

All German courses (both the German language and the English language courses) build written and oral communication skills, but German conversation classes are perhaps most focused on oral communication in the classroom, and thanks to modern technology, also in the wider, outside world. This same kind of focus on oral communication also takes place at the German Weekend Retreats. German 305: Marx, Nietzsche, Freud and German Literature also emphasizes oral communication skill building. Students work in small groups to discuss challenging issues and then participate in whole group discussions. Students are gradually led

from working in small groups to volunteering in whole-group situations. Students gradually get to the point that the instructor can do what is called “cold calling,” in other words by this point students have practiced their oral communication skills in enough small and safe contexts that they can relax, lower their affective filter, think on their feet and articulate their ideas in plenary sessions when called on by the instructor. All German classes build writing skills, but perhaps the best example might be German 311 and 312 in which the goal is to help students become independent, confident, proficient writers (and not just in German). Clear writing tasks, varied pre-writing strategies, and a mix of individual, partner, small-group, and whole class activities help students develop their ideas as well as to acquire the semantic, syntactic, and phonetic tools to be good writers. Students learn to recognize the characteristics of written communication genres such as narration, reporting, critical review, summary, argumentation, and persuasion and to write texts demonstrating their comprehension and ability to apply what they have learned in the writing process. By the end of the course, they tackle lyric poetry selections that lead to literary analysis and interpretation.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

Provide 2 examples of how you have used results of assessment of your program’s student learning outcomes to adapt, enhance, or affirm your program’s curriculum.

ENTER COMMENTS HERE

Please see the assessment report from the College Faculty Associate for Assessment in the Appendix.

We are fully committed to participating in assessment activities at both the program and departmental level. As discussed in Department report section IV “Learning, Curriculum and Assessment,” we have done much of the preparatory and prototype work necessary to proceed and implement assessment tools in Area C and the Exit Survey. We are currently preparing to implement assessment of department and program specific learner outcomes. We have completed the HSU seven learner outcomes intensity grid for every course we teach in the program. We will revise this grid one more time by the end of this fall semester 08.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

ENTER COMMENTS HERE

Not Applicable

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

ENTER COMMENTS HERE

The new German Studies Major used a three-pronged approach to restructuring the previous German BA: 1) focus on campus language offerings, 2) offer a German/European interdisciplinary course component, and 3) require at least one semester of upper division study in a German-speaking country. The German Program sought to follow national trends by becoming “German Studies Program”. By emphasizing language acquisition, the German Program would have focused its resources to respond to student needs and interest. The interdisciplinary component, taught on campus and in English, would have complemented, enriched and deepened the knowledge base of the majors. Requiring at least one semester of study in a German-speaking country would have given Humboldt State University students the opportunity to take high level language and content courses similar to what they would have enjoyed on campus, but which would have been provided by host institutions in Germany, Austria, or Switzerland. In addition, the restructured German Studies major would have made it possible for us to retain the high FTES/SFR production associated with the previous German BA Program. Finally, the new German Studies major would have continued to serve the student desire and need to learn this important language. German Studies majors would have been required to spend an academic semester in a Germany speaking Country. Humboldt State University students have the opportunity to study through the HSU Bilateral Student Exchange with the Martin Luther University in Halle as well as through the CSU International Programs, or other outside programs. We think that HSU students would have opted for the Martin Luther University option because of the scholarship associated with it, (400 Euros per month for 6 months or 12 months, depending on whether

the student stays for one or two semesters.) This German Studies major was approved by the CAHSS Curriculum Committee, the CAHSS Council of Chairs, and was then held at the level of the Dean until the German BA was eliminated by Rollin Richmond and Charles Reed, summer 2008. We think the German Studies minor will fill the gap left by the elimination of the German major.

5. Interactions between graduate and undergraduate programs (if applicable)
If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

ENTER COMMENTS HERE

Not Applicable

6. Program uniqueness
If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

German

ENTER COMMENTS HERE

Many of the unique accomplishments of the German BA program are evident throughout this document. It was an exceptionally successful German major within the CSU system and the only German major located in such a beautiful, rural area and at a small campus. Also unique are the connections to the German Consulate, Film Seminars, Weekend Retreats, active German Club, theater trips to Ashland, faculty-led Summer Travel/Study to Halle, Germany, and the Bi-Lateral Exchange with Martin Luther University, complete with a generous scholarship.

German Minor

ENTER COMMENTS HERE

The German Studies minor is similar to the German Studies major in that it focuses on language building with a German/European interdisciplinary course component, and the opportunity to attend the Three-Week Summer Travel/Study Program to Halle, Germany, or to participate in the Bi-Lateral Exchange with Martin Luther University, in the CSU/IP, or third party providers of German study experiences. A German Studies minor that emphasizes

language and an interdisciplinary course component could be as successful as the German major was in attracting HSU students to the German program.

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

ENTER COMMENTS HERE

Approximately 50%-20% of our undergraduate majors have participated in service learning or service oriented courses. Drs. Kay LaBahn Clark and Dorothy Pendleton co-founded the Children's Language Academy, a very successful Service Learning project for HSU students who were mentored by faculty and participated as language teaching assistants in their target language. They received academic credit and many went on to become teachers. Peer-tutoring is also a popular option for our advanced students. Students tutor lower-level learners, but they must also do a pre-and post-questionnaire as well as two oral debriefings with the instructor of the course, and complete a reflection journal about their peer tutoring experience. They receive credit.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations
Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

ENTER COMMENTS HERE

The CIS Department has a Bi-Lateral Exchange with Bremen that sends and receives students between our two institutions. German language classes at HSU make it possible for students to participate successfully in this program. German has internships with North German Public Radio in Hannover, Germany, as well as International Education Internships

with Academic Year USA in Berlin. German is an active participant in the International Education Week and the International Cultural Festival in the spring. WLC is part of the state-wide Foreign Language Council, and German faculty have been frequent representatives in the past.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

ENTER COMMENTS HERE

Smart classrooms and the BSS Computer Lab are invaluable tools in language teaching and learning. The ability to immediately access both target language and content are priceless for a language classroom. We will need to purchase cutting edge software when Dr. LaBahn Clark teaches the new course on phonetics and pronunciation in the spring of 2009.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

ENTER COMMENTS HERE

German enrollments are booming at College of the Redwoods as well as at Eureka, Arcata, McKinleyville, and Del Norte High Schools. They look to HSU to continue their German studies. German program faculty trained local secondary school teachers of German; has a long history of cooperation with area high schools such as “German Day” for Eureka High School; has local connections to film, theater, music and the arts; offers a German Film Seminar every semester in which recent German-language films are presented; attends the annual German Film Festival: Berlin and Beyond in San Francisco and brings this knowledge to HSU; recently began the Iranian Film Seminar in conjunction with Dr. Saeed Mortazavi; helped organize the first *World Cultures Film Festival* offered this fall; has taken three groups of 25 students each to see English-language German plays at the Oregon Shakespeare Festival in Ashland; twice invited the dramaturg Douglas Langworthy from Ashland to present theater workshops in German about German plays; invited local actress and German

speaker, Bonnie Mesinger, to teach similar theater events; and finally, twice invited German dramaturg Holger Teschke to do reader's theater with HSU students presenting German plays to the university community.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	27	Required Program SCUs in the primary Course Code	27
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COMMENTS

The German B.A. program was the best option for students in the German Studies field. Most of the program delivery and demand has been in the B.A. program. Although that program is being phased out through spring semester 2010, we are using B.A. data in this section to inform potential growth and development of the remaining minor in German Studies.

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	27	Required Program WTUs in the primary	27
-----------------------------	----	--------------------------------------	----

		Course Code	
--	--	-------------	--

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
106.2	54.2	52		

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

COMMENTS

We did not include directed studies or the cross-listed courses taught by a member of the International Studies program. We counted voluntary faculty overloads that were necessary for the program but not enrichment courses.

*Service to GE and other Academic Programs: Enter the total number of WTU that were used **over the past 2 years** to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)*

COMMENTS

54.2 WTUs for language acquisition courses (GERM 105, 106, 107, 207 and 110).
GERM 106 and 107 are also GE courses.

*WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer **over a two year period** to accommodate progress toward degree for your program students.*

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the “Total” entry will not sum to the total. 2) Do not pro-rate WTU’s by the percentage

of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percents of Staff FTEF	0.17

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
WORLD LANGUAGES & CULTURES	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	2	1.75	2	1.75	2	1.75	1	1.00	2	1.50
R09			1	0.50	1	0.50	1	0.50		
Total	2	1.75	3	2.25	3	2.25	2	1.50	2	1.50

ENTER COMMENTS HERE

WLC staff members support all six programs. Originally, we had two staff members in the department with a total of 2.0 FTE (ASC and ASA), yet due to the educational commitment of our ASA, she only worked at 0.75 FTE initially. When Judi Paul retired, our office staff was reduced by 0.5 FTE to a total of 1.5 FTE because of budget cuts. (Current employees are Kenna Kay Hyatt and Debbie Creed.) The R07 was 1.0 FTE on January 31, 2007 when Kenna Kay started and did not have an assistant yet. After that month, temporary employees filled in and the timebase became 1.50 FTE, which is our current staff allocation.

Our WLC language lab director position was changed from a faculty position to a 0.50 FTE staff position as of Fall 2004. Then, due to budget cuts, it was cut entirely in May 2007.

Now, our WLC lab director is a lecturer hired for a total of 4 WTUs per year, equivalent to 0.13 FTEF, and since this is not enough to sustain the lab, he volunteers time to the task. In fall 2009, Professor Matthew Dean, a newly hired tenure-track faculty member in Spanish, will assume the full responsibilities of the WLC lab director for an annual total of 8 WTUs, which is equal to 0.27 FTEF. Therefore the Lab will be funded out of the Spanish base allocation starting

in AY 09/10. Overall, the lab generates FTES equal to a full FTEF load and therefore there are still considerable savings in this arrangement.

Due to budget cuts WLC has lost a full 1.0 FTE in staff positions between the lab and the office support staff.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$343
Instructional Supplies	\$718
Temporary Help (graders, lab assistants, GA's, etc.)	\$433

ENTER COMMENTS HERE

We show 1/6 of the department's current estimated expenses here. The total estimated expenses are \$2,060 for equipment; \$4,305 for instructional supplies; \$2,600 for temporary help.

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation affects program costs.

N/A.

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations	\$25	\$12	\$16
Extended Education	\$260	\$651	\$561
Student fees			
Instructionally Related Activities (IRA)			
Instructionally-related grants			
Grants and contracts to P.I.s			
Other revenues			

Provide an explanation for how these revenues support the academic program.

ENTER COMMENTS HERE

Donations are used to cover special expenses not permitted by state funds. We show 1/6 of the total funds received in the World Languages and Cultures Trust account above. The total amounts received each year were: \$150 in 2005/06; \$70 in 2006/07; \$100 in 2007/08.

Extended Education concurrent enrollment funds supplement our operating expenses or special projects or emergencies. For example, we used some of last year’s concurrent enrollment funds to modify our lab in the BSS Building, which was built without the proper electrical outlets or Ethernet jacks but was not remedied by the builder. We show 1/6 of the total funds above. Department totals were: \$1,558 in 2005/06; \$3,906 in 2006/07; and \$3,367 in 2007/08.

There is a student fee for each student participating in our intersession study abroad program in Halle, Germany. The current fee is \$1,600. The fee pays for the student expenses in Germany. It is not considered revenue as it is used to cover program costs.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	GERM	21.40	25.77	20.17	25.08	22.59	26.64
FTEF	GERM	1.72	1.68	1.82	1.78	2.03	1.68

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

ENTER COMMENTS HERE

Comparatively, the German Program has significantly higher SFR averages in every single year when compared with the HSU totals, particularly in four of the six years with a noteworthy difference in AY 07/08 of 5.21 FTES. When compared with the other two colleges, CNRS and CPS, the difference is high every year and at times extremely high. When compared with the College of AHSS, the college has a higher SFR in only one year, AY 04/05 with a difference of 1.77 FTES. The German Program shows a tendency to increase the Student Faculty Ratio. The FTEF varies between a high of 2.03 and a low of 1.68 of AY 07/08.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

ENTER COMMENTS HERE

The SFR in relation to FTEF shows that this program has been cost effective as documented by a high ratio. There is only one full-time faculty member and the additional FTEF was contributed by a part-time faculty member, making the program more cost effective as well.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

ENTER COMMENTS HERE

The German BA Program was targeted by VP Snyder to resolve budget problems. This program has been officially discontinued starting fall 08. This has had most negative effects in the program and the university in many levels. The savings have been insignificant, though the process will not conclude until spring 2010. Only the Minor in German Studies remains as an option for students with an interest in German language and culture. Still, we are planning to support this program as a service and certification program in the current budget condition and context. Having said this, as a member of the Department of World Languages and Cultures, the

program has also suffered cuts in the following two areas: 1) office staff at 0.5 FTE; 2) lab staff at 0.5 FTE. These department cuts have affected us all as we are required to do more with less.

E. Additional Data

Course Offerings Profile in German (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	8	8	7	9	9	9	10	9
Sections Enrolled	11	12	12	11	12	13	14	12
Average Section Enrollment	16	15	20	25	20	23	23	27
Distinct Courses Enrolled in German by Level (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	3	3	3	4	5	4	5	5
Upper-div	5	5	4	6	5	5	5	4
Total	8	8	7	9	9	9	10	9
Sections Enrolled in German by Level (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	3	5	4	4	5	4	6	5
Upper-div	8	7	8	8	7	9	9	8
Total	11	12	12	11	12	13	14	12
Avg Section Enrollment in German by Level (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	21	14	19	30	19	28	24	30
Upper-div	14	16	20	23	21	21	22	25
Total	35	30	39	53	40	49	46	55
FTES in German by Course Level (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	9.8	10.4	13.9	17.4	14.8	18.4	22.4	23.4
Upper-div	15.2	16.2	22.8	25.9	21.8	26.2	23.4	21.4

Total	25.0	26.6	36.7	43.3	36.6	44.7	45.9	44.8
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NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections.

Distinct Courses count each distinct SUBJ/Course-number combination enrolled.

All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in German (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 student enrolled	2	2	2	3	4	3	2	2
Lecture only sections	9	10	11	10	11	12	13	11
Lab/Activity only sections	0	0	0	1	1	1	1	1
Other modes and combinations	2	2	1	1	0	0	0	0

Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), or Institutions Requirements.

Service Course Sections Enrolled in German (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	1	2	1	1	2	1	2	2
Upper-div	1	2	2	2	2	3	2	2
Service Course FTES in German (AY 00/01 - AY 07/08) class_offerings_GERM report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	3.3	3.9	5.6	6.2	6.3	5.9	7.6	9.7

Upper-div	3.9	6.5	8.3	11.0	11.7	12.6	8.2	9.5
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V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define "capacity": The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	6.25 avg. per year	1.93 avg. FTES
Maximum capacity with existing resources	NA	NA

2. If your program is at maximum capacity, proceed to Part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

ENTER COMMENTS HERE

The yearly graduate averages and FTES averages in the German major above are based on HSU analytical studies provided in tables from pages 3-5 and represent the numbers generated by the former German BA. By 2010, however, the German major will be eliminated. We believe the steadily increasing interest and growth in the former German major, that is reflected in and corroborated by these tables, will shift to the German minor.

According to the charts in part II of this document, German averaged 6.25 graduates per academic year and German majors took an average of 1.93 FTES per year. According to the charts in part IV, German accomplished this with 1.79 FTEF, per academic year. If 6.25 graduates are divided by 1.79 FTEF, then each full time faculty accounts for 3.49 graduates. If we round this number up to 3.50, then if we had resources of 1.79 FTEF (instead of the current 1.68) we would have had a maximum capacity of 6.26 graduates. 1.93 FTES in the former German major option per year divided by 6.25 graduates per year yields .308, so 7 times .308 predicts a maximum of 2.16 FTES in what would have been the German major option per year with existing resources. These numbers look back at past success, but due to

the good numbers in the former German BA, we feel we have provided evidence that we can predict a significant migration of students of German into the German Studies minor.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

ENTER COMMENTS HERE

Interest in the German minor will grow, ironically, due to the elimination of the German major. There will be a predictable migration of students from the major to the German Studies minor, in other words, a shift in demand, but we must be able to continue to deliver the language building courses and the content courses that will attract students and give them the preparation they need. The opportunity to study for three weeks in the Summer Travel/Study Program and to enroll for a semester or a year at Martin Luther University in Halle, Germany, complete with a sizeable scholarship, will continue to be as attractive to HSU students of German as ever. We need offer German 105 in the spring semester and German 106 in the fall semester. We need to offer content courses that will prepare students for study abroad or for their professional or academic future.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

ENTER COMMENTS HERE

The following is the newest catalog description for **The German Studies Minor**: Students take language classes in a dynamic, student-centered environment that highlights language acquisition as well as cultural sensitivity for the heritage of the German-speaking nations. Beginning students acquire the ability to speak, understand, read, and write in German with reasonable fluency. Students coming in at a high level of language ability can dive into the advanced courses. Faculty assists students wishing to apply the language to other fields, such as art, music, business, social studies, or the natural sciences. Visits by literary critics, artists, consular officials, and guests from various parts of the German-speaking world complement

classes. Taped interviews, videos, DVDs, films, and computer software are also available. The German faculty and students participate in weekend workshops, conversation groups, the German Club, film seminars, and immersion retreats. Retreats take place in a youth hostel, away from the university in a coastal setting. Students also have the opportunity to study abroad with the CSU International Programs in the state of Baden Württemberg. Check with the German faculty regarding other opportunities to travel and study in German-speaking countries, including the affordable, faculty-led Summer Travel/Study Program to Halle, Germany (including excursions to Leipzig, Weimar, Dresden, and Berlin) and the Bilateral semester or year-long Exchange Program with Martin Luther University in Halle.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

ENTER COMMENTS HERE

To deliver the German Studies minor, the German program would need to grow by at least 10% in order to be able to offer adequate language building courses and enough content courses. If our current staffing (1.68) were increased by 10%, we would be able to maintain the German Studies minor as well as approximately the numbers of FTES and SFR previously generated by the German BA program. Based on past success and with an increase in resources, we predict substantial increase in the numbers of German Studies minors. This would benefit the students of Humboldt State University.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

ENTER COMMENTS HERE

The German program as already experienced reduction because of the major elimination. Further reductions would mean the elimination of the German Studies minor, effectively ending meaningful language preparation in German at Humboldt State University. Without

the German Studies minor, the program will be completely crippled, thus disadvantaging the students of Humboldt State University.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

ENTER COMMENTS HERE

Having experienced program elimination first hand, those of us in the German program, both faculty and students, can bear witness to the fact that academic program elimination produces no financial and certainly no academic gain for the University. In fact, academic program elimination simply diminishes Humboldt State University and needlessly harms students who will experience consequences similar to those already inflicted on students majoring in German. Students who want to develop their German languages for career or personal reasons will look elsewhere for study. With its numerous exchange opportunities and the success of the German program and its graduates, the elimination of the German BA, has dealt a crippling blow to the academic reputation and the “internationalization” of Humboldt State University.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

ENTER COMMENTS HERE

German students at Humboldt State University speak, understand, read and write proficiently in German. In addition, students learn about a wide range of topics drawn from the rich cultural heritage of German-speaking nations. German language courses are taught in the target language and use communication-based instruction and state-of-the-art media in order to ensure that students make rapid progress in the language and achieve the goals of the department and the university. After the first year of German language courses, every student in every course is able to successfully complete a final, graded project. In these projects, the students 1.) do research and gather information about a topic of their choice, 2.) make an oral

presentation about their topic to the class and respond to questions, and finally 3.) turn in a written paper on their selected topic. In addition to the contributions of German-speaking guests to our German Program, these visitors also consistently complement our students on their language abilities as well as their knowledge about a wide range of topics. Student participation and success 1.) in weekend language immersion workshops and retreats, 2.) in the annual three-week summer immersion program, and 3.) in the HSU semester-long bilateral exchange program to Martin Luther University in Halle, Germany, and 4.) in the CSU International Programs to Germany demonstrate the German Program's ability to achieve the goals of the department and the university. The German Program prepares students for graduate careers or professional lives in an increasingly global world. Student success in graduate school, and student success in procuring scholarships and awards is a measure of the Program's ability to prepare students for advanced study and for fulfilling professional and personal lives. This is a program that deserves support.

APPENDIX

HSU Vision Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.

5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.

SECTION III.C.2. Program Quality / Curriculum / Assessment for the Department of World Languages and Cultures

Mission/ Goals	Student Learning Outcomes	First year Assessment activity	First year results and action plan	Multi-year Assessment plan	Course map	Comments based on Fall 06-Spring 07 contact	HSU Outcomes map	Comments based on Fall 07-Spring 08 contact	Second year results and action plan	Fall 2008
x	x					Actually did one Area C German course-- assessing Area C outcome, not their own.		10/25 met with World Languages and Culture Executive Committee. They conducted surveys of alumni from all programs housed in this department last Spring, but have not yet analyzed results. We talked about the need to move to direct assessment. This will be difficult for International Studies, as will major course mapping, since almost all courses in that major are offered by other departments. The language majors and Ethnic Studies can do mapping. ES in particular has a natural place for direct assessment since majors are required to construct a portfolio.		Harry Wells and I have been meeting with WL&C this semester. They seem committed to getting caught up on their required assessment pieces. They are working on revising their SLOs.