# General Education Assessment and Review Form –Language (Group III) 3/20

Please attach/ submit additional documents as needed to fully complete each section of the form.

## I. Course Information

Department: Course Number:

Course Title:

Type of Request: New\* One-time Only Renew Change Revised w/ Assessment Remove
Course offered: Fall Spring Intermittent Summer Winter Multiple sections Next Offered:
\*If course does not exist in the catalog, an [e-curr](https://www.umt.edu/winapps/adminfin/eCurr) form is also required.

### justification for course level

Normally, general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

addITIONAL INFORMATION (FOR oche DATABASE):

In which [MUS Core Category](https://mus.edu/Transfer/MUScore.asp), does this course fit?
Does the course include content regarding cultural heritage of American Indians?

## II. Endorsement / Approvals

|  |  |  |
| --- | --- | --- |
|  |  |  |

\* Instructor: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
 Phone / Email:
Program Chair: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
Modern & Classical Language Chair: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
Dean: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

\*Form must be completed by the instructor who will be teaching the course. If there are multiple sections or instructors, the form must be completed by the lead instructor or the department chair. It would be helpful for first-time faculty assigned to teach general education courses to be informed of the requirements.

## iii. Description and Purpose

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See [Preamble](http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx)

## iv. Criteria

Briefly explain how this course meets the criteria for the group.

Courses must encompass the comprehensive study of a natural language, excluding written, spoken contemporary English, with the aim of achieving at least a basic functional competency in that language**.** The course should follow a rigorous and pedagogically sound methodology and practice. Language courses proposed outside of current MCLL offerings must be approved by the MCLL Department.

## v. Student Learning Goals

*Briefly explain how this course will meet the applicable learning goals.*

Upon completion of the Modern and Classical Languages sequence, the student will have a basic functional knowledge of a second natural language sufficient to:
1. read and write if the language is classical, such as Latin;

2. speak and aurally comprehend, if the language does not have a written tradition, such as Salish;

3. perform all four skills (speaking, aural comprehension, reading, and writing) if the language is modern and has a written tradition, such as Japanese or French.

4. demonstrate both receptive (visual comprehension) and expressive (manual production) proficiency if the language is American Sign Language.

## vi. Assessment

A. How are the learning goals for the General Education Group measured?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the **General Education** learning goals. (See [Example](http://www.umt.edu/facultysenate/committees/gened/GE_Review/Assessment%20report%20for%20PHL110.docx)) Please attach or provide a web link to relevant assessment materials.

1. Read and write if the language is classical, such as Latin;

2. Speak and aurally comprehend, if the language does not have a written tradition, such as Salish;

3. Perform all four skills (speaking, aural comprehension, reading, and writing) if the language is modern and has a written tradition, such as Japanese or French.

4. Demonstrate both receptive (visual comprehension) and expressive (manual production) proficiency if the language is American Sign Language.

### B. ACHIEVEMENT targets

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

**General Education Assessment Report (Items B-D)** If this information is not yet available, Items VI. B- D must be completed after the next offering (re-submit the entire form with these sections completed by the curriculum deadline). Your course will be granted provisional status until the report is received. Report not required for one-time-only general education offerings.

### C. Assessment Findings

**What were the results/findings, and what is your interpretation/analysis of the data?** (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

### D. Assessment Feedback

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

## vii. Syllabus and submission

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Language Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.