MISSION STATEMENT

The Department of World Languages and Cultures (WLC) makes an essential contribution to the University’s mission, particularly in the areas of international and interdisciplinary education and in the Liberal Arts. Central to our departmental mission is to provide all UM students with second language and cultural competence in order to function in the current globalized world and our diverse and pluralistic society. Beyond language courses, WLC offers majors, minors, and certificates to students interested in pursuing careers in second languages or in attaining advanced competence in a second language to supplement their education. For majors and minors, WLC features course offerings in second-language literature, culture, linguistics, critical theory, and pedagogy, as well as opportunities for study abroad.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

As a focused participant in the global mission of UM, WLC seeks to accomplish the departmental objectives stated below. After listing each departmental objective, we indicate which of the five Priorities for Action the objective supports, and why.

1. Prepare students to succeed in (work and study in) new environments characterized by the use of new systems of communication (a second language or L2) as well as by different cultural perspectives and practices
   a. **Priority 1: Place student success at the center of all we do** → An education in World Languages and Cultures is more than gaining proficiency in a language. Every course requires students to solve communication challenges, to adapt to new cultures and ways of conveying meaning, and to collaborate with others. Our programs integrate language with cultural, historical, and communicative instruction at every level, preparing students to be successful after graduation, able to navigate different registers and settings in their L2.
   b. **Priority 2: Drive excellence and innovation in teaching, learning, and research** → WLC is committed to transformative learning experiences through internships, projects, independent studies, and study abroad. We integrate diverse and pertinent research topics into the classroom. Faculty engage in research in their respective cultural, linguistic, and literary traditions, collaborate with research groups from other universities and participate in regional, national and international professional conferences.
   c. **Priority 4: Partner with Place** → WLC fosters these connections even before students enroll at UM, through World Languages Day, where our current UM students help develop programming for Montana high school students and faculty, and spend the day together learning language and culture. As the world reopens after COVID, we look forward to our faculty and students resuming many activities in the community, such as We Are Montana In the Classroom, the German afterschool internship program working with Flagship at a Missoula Middle School, and service-learning work with Missoula Public Schools, Ag Worker Health and Services, and the Migrant Education Program.
   d. **Priority 5: Proudly tell the UM story** → We send our students out into the community, to study abroad programs around the globe, and into the professional world prepared to
navigate the challenges that they will face, and to proudly present the WLC education they received at UM.

2. Prepare students to think about language critically, analyze its aesthetic and communicative uses, and develop awareness of the ways in which language and culture/thought intertwine and how they influence one another synchronically and diachronically.
   a. **Priority 1: Place student success at the center of all we do** → Students graduate from WLC with an appropriate breadth and depth of knowledge, with metalinguistic awareness and the ability to utilize language in culturally and socially appropriate ways.
   b. **Priority 2: Drive excellence and innovation in teaching, learning, and research** → WLC prepares students, encouraging cultural and linguistic awareness. The department is in the process of developing a new WLC major as an innovative attempt to further enhance our comparative and collaborative interdisciplinary approach to global problems and solutions.

3. Support and enhance the employability of students in other majors. A language is the perfect second major for future teachers, doctors, lawyers, social workers, biologists and many other professions.
   a. **Priority 4: Partner with Place** → WLC fulfills an important role in the Montana community preparing future language teachers (French, German and Spanish). It also helps professionals adapt to the changing demographics in our state, where future social workers, doctors and lawyers will need to serve an increasingly international population.
   b. **Priority 5: Proudly tell the UM story** → We send WLC students into the community and the professional world with a thorough understanding of other languages and cultures and with cultural sensitivity to people of other races, cultures, and traditions.

4. Contribute to create a diverse and inclusive community on campus.
   a. **Priority 3: Mission First, People Always** → As one of the most diverse departments on campus we strive to recruit and retain excellent and diverse faculty. This provides Montana students the opportunity to interact and learn from people of other languages and cultures.

### STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Student Learning Goals</th>
<th>Grades</th>
<th>Student Self-Assessment Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>Communicate effectively in the second language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Interpersonal Communication: Students engage in conversation, provide and obtain information, express feelings and emotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Interpretive Communication: Students understand and interpret spoken and/or written language or a variety of topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Presentational Communication: Students convey information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Student Learning Goals</td>
<td>Grades</td>
<td>Student Self-Assessment Survey</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td><strong>CULTURES</strong></td>
<td>4. Relating Cultural Practices and Products to Perspectives: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use the knowledge to interact effectively in cultural contexts</td>
<td>See Below Data from Fall 2022</td>
<td>See Below Data from Fall 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final grade data represent Fall 2022 courses in¹: Chinese French German Japanese Russian Spanish</td>
<td></td>
</tr>
<tr>
<td><strong>CONNECTIONS</strong></td>
<td>5. Making Connections: Students reinforce and increase their knowledge of other disciplines, ideally through the second language (use of authentic materials in the second language)</td>
<td>See Below Data from Fall 2022</td>
<td></td>
</tr>
<tr>
<td><strong>COMPARISONS</strong></td>
<td>6. Establishing Comparisons: Students use the second language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language studied and their own</td>
<td>See Below Data from Fall 2022</td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNITIES</strong></td>
<td>7. School and global communities: Students apply language skills and cultural knowledge within and beyond the classroom to interact and collaborate in their community and the globalized world</td>
<td>See Below Data from Fall 2022</td>
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</tr>
<tr>
<td><strong>PEDAGOGY</strong></td>
<td>8. World Language Pedagogy: Students become familiar with world language teaching methods and approaches, they design lesson plans and language learning tasks, and practice implementing them in a controlled environment.</td>
<td>See Below Data from Fall 2022</td>
<td>N/A</td>
</tr>
</tbody>
</table>

¹ See Appendix 1 for a list of all courses included in the final grade data.
² Because of the nature of Latin and Ancient Greek, the student self-assessment (which is geared towards standards for modern languages) was not suitable for these students, as Classics have their own set of standards which reflect the nature of their field (see https://www.aclclassics.org/Portals/0/Site%20Documents/Publications/Standards_Classical_Learning.pdf for more information). We did not create a self-assessment for Classics, but this will be a part of our future assessment plans.
# RESULTS and MODIFICATIONS

## Student Learning Outcomes results

### Grades: Lower-Division Classes

An analysis of grades obtained in WLC courses shows that a majority of lower-division students in Fall 2022 (Figure 1) obtained grades that indicate that they successfully attained the learning goals set by faculty. These courses are designed around student learning goals 1-7, and successful completion of these courses indicates progress on each of these goals 1-7.

![Figure 1. Lower-Division Grades Fall 2022](image)

In order to reduce the rate of students failing classes, WLC should increase student participation in existing study groups, free tutoring, conversion tables, language clubs, as well as in office hour consultations. Faculty should also continue to use Navigate to communicate student progress with other members of students’ support teams. In the case of first-year Spanish, classes should have a lower cap (currently between 30-35 when ACTFL recommends 18) in order to create more opportunities to interact in the target language.

Overall, 7% of lower-division students received a failing grade in their 100 or 200 level WLC course in Fall 2022.

### Grades: Upper-Division Classes

Data from upper-division students in the Fall 2022 (Figure 2) show a distribution similar to that of the lower-division data. The majority of students obtained grades that indicate that they successfully attained the learning goals set by faculty. These courses are designed around student learning goals 1-7, and successful completion of these courses indicates progress on each of these goals 1-7.

![Figure 2. Upper-Division Grades Fall 2022](image)

In order to further reduce the rate of students failing classes, WLC should continue to encourage student participation in existing study groups, free tutoring, conversion tables, language clubs, as well as in office hour consultations. Faculty should also continue to use Navigate to communicate student progress with other members of students’ support teams.

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3 Here and throughout, withdrawals are not included in final grade numbers.
Overall, less than 1% of our upper-division students received a failing grade in a 300 or 400 level WLC course in Fall 2022.

**Grades: Pedagogy Class**

WLC 410: Methods of Teaching Foreign Language, is designed around student leaning goal 8. The grades from the Language Teaching Methods class (Figure 3) indicate that all students attain the learning goals with a high degree of success.

Figure 3. Percent of Students by Letter Grade in Language Teaching Methods Class (N=9)

Based on levels of student attainment in this course, no modifications need to be made in order to enhance learning.

**ANALYSIS OF STUDENT SELF-ASSESSMENT SURVEY:**

**LOWER-DIVISION OVERVIEW**

A total of 316 responses were received from lower-division students in Arabic (5), Chinese (16), French (39), German (56), Japanese (10), Russian (29), and Spanish (164) on our optional online self-assessment survey during the final week of classes Fall 2022 semester (Figure 4). 79% percent of the students who responded to the survey were in 101 courses, and 21% were in 201 courses.

Figure 4. Lower-Division Responses by Language

Here we offer some general information on our current population that may be helpful in interpreting our self-assessment survey results. Overall, our Fall 2022 respondents have indicated lower levels of proficiency on our self-assessment survey when compared to our 2018
UPPER-DIVISION OVERVIEW
A total of 52 responses were received from lower-division students in Arabic (1), French (15), German (11), and Spanish (25) on our optional online self-assessment survey during the final week of classes Fall 2022 semester (Figure 5). 85% of the students who responded to the survey have taken 300-level courses as their highest course, and 15% have taken 400-level courses as their highest course.

Figure 5. Upper-Division Responses by Language

QUESTIONS ON THE SELF-ASSESSMENT SURVEY
The questions were based on the American Council on the Teaching of Foreign Languages (ACTFL)’s “Can-Do Statements.” Through this survey, students self-assessed Goal 1 (Interpersonal Communication), Goal 2 (Interpretive Communication – through Listening and Reading), and Goal 3 (Presentational Communication – Speaking and Writing). Below we present the results. For each item reported, increasing proficiency is represented visually through blue < red < orange < green, where green is the highest degree of mastery. When reporting results for lower-division students (i.e., 100-200 courses), blue corresponds to proficiency level Novice Low and green corresponds to proficiency level Intermediate Low according to ACTFL. When reporting results for upper-division students (i.e., 300-400 courses), blue corresponds to proficiency level Intermediate Low and green corresponds to Advanced Low according to ACTFL. This is important in order to interpret the data below correctly: orange and green scores among lower-division students mean that they locate their language skills toward the Novice-high/Intermediate-low. Orange and green scores among upper-division students mean that they assess their language own skills toward the Intermediate-high/Advanced-low.
LOWER-DIVISION SURVEY RESULTS

1. Interpersonal Communication (Figure 6):
When communicating in the target language, 35% of the students can communicate on very familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions by asking and answering simple questions. 25% of the students can communicate on a number of familiar topics using simple sentences and can handle short social interactions in everyday situations by asking and answering simple questions. 27% of the students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized, while only 13% of the students (lower is better) can communicate on very familiar topics using single words and phrases that they have practiced and memorized. This is particularly impressive since most (79%) of responses were from 100 level students. Among 200 level students, only 12% of students (8/69) reported falling into the 2 lowest categories (blue and red).

Figure 6. Interpersonal Communication Results: Lower-Division

2.1 Interpretive Communication- Listening (Figure 7):
44% of the students who took the survey often can understand words, phrases, and simple sentences related to everyday life and can recognize pieces of information and sometimes understand the main topic of what was being said. 21% percent of the students can understand the main idea in short, simple messages and presentations on familiar topics and can understand the main idea of simple conversations that they overhear. 27% percent of the students can recognize some memorized words and phrases, while only 9% (lower is better) can recognize a few memorized words and phrases. When we look only at 200 level students, the lowest-proficiency response was red, with only 20% of students (13/67) reporting that level.

Figure 7. Interpretive Communication (Listening) Results

Based on the self-assessment results, no modifications need to be made for lower-division interpersonal communication. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for course level. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

Based on the self-assessment results, no modifications need to be made for lower-division listening. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.
Student Learning Outcomes results

2.2 Interpretive Communication - Reading (Figure 8):
43% of the respondents can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read. 35% of the students can understand the main idea of short and simple texts when the topic is familiar. 17% of the students (lower is better) can recognize some letters or characters and can identify some learned or memorized words and phrases. Finally, 5% of the students (similarly, lower is better) can recognize a few letters or characters and can identify a few memorized words and phrases. For 200 level students, responses again indicated higher overall proficiency, with only 15% of students (10/67) answering blue or red.

Figure 8. Interpretive Communication (Reading) Results

3.1 Presentational Communication - Speaking (Figure 9):
29% of the students who took the survey can speak on familiar topics using language they have practiced using phrases and simple sentences. 36% of the students can speak about themselves and some other very familiar topics using a variety of words, phrases, and memorized phrases. 15% of the students can speak on most familiar topics using a series of simple sentences, while 20% of the students (lower is better) can speak about themselves and some other very familiar topics using single words or memorized phrases. When we look at our 200 level students, 27% of them assessed themselves as blue or red, with 73% assessing their skills in the yellow or green categories.

Figure 9. Presentational Communication (Speaking) Results

Based on the self-assessment results, no modifications need to be made for lower-division reading. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

Overall, lower-division students rated their presentational speaking skills as lower than other skills. As mentioned above, this might be, in part, due to distance and asynchronous learning necessitated by the pandemic. In order to enhance learning, lower-division courses will incorporate more...
3.2 Presentational Communication-Writing (Figure 10):
43% of the students can write short messages and notes on familiar topics related to everyday life. 31% of the students who took the survey can write briefly about most familiar topics and present information using a series of simple sentences. 15% of the students (lower is better) can write lists and memorized phrases on familiar topics, and only 10% of the students (similarly, lower is better) can copy some familiar words, characters, and phrases. At the 200 level, only 6% of students (4/67) placed themselves in the two lower-proficiency categories.

Figure 10. Presentational Communication (Writing) Results

Based on the self-assessment results, no modifications need to be made for lower-division writing. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.
When separated out, the self-assessments from the eight 400-level respondents do not differ from our 300-level responses, and so will not be discussed separately in this section.

Figure 11. Interpersonal Communication Results

When I use my second language with others, I can communicate on familiar topics...
52 responses

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.1%</td>
<td>using simple sentences. I can handle short social interactions in everyday situations by asking and answering si...</td>
</tr>
<tr>
<td>30.8%</td>
<td>using sentences and series of sentences. I can handle short social interactions in everyday situations by...</td>
</tr>
<tr>
<td>15.4%</td>
<td>with ease and confidence. I can usually talk about events and experiences in v...</td>
</tr>
<tr>
<td>2.7%</td>
<td>that go beyond my everyday life. I can talk in an organized way and with som...</td>
</tr>
</tbody>
</table>

2.1 Interpretive Communication- Listening (Figure 12)

37% of the students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed and can sometimes follow what they hear about events and experiences in various time frames. 27% of students can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can also follow stories and descriptions of some length and in various time frames and can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. 23% can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies and can understand the main idea in conversations that they overhear. 14% of the students who responded to the survey understand the main idea in short, simple messages and presentations on familiar topics and can understand the main idea of simple conversations that they overhear.

Figure 12. Interpretive Communication (Listening) Results

When I hear in my second language, I can...
52 responses

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.5%</td>
<td>understand the main idea in short, simple messages and presentations on familiar topics. I can understand the m...</td>
</tr>
<tr>
<td>26.9%</td>
<td>understand the main idea in messages and presentations on a variety of topics related to everyday life and personal l...</td>
</tr>
<tr>
<td>13.5%</td>
<td>understand the main idea in messages and presentations on a variety of topic...</td>
</tr>
<tr>
<td>23.1%</td>
<td>understand the main idea and some supporting details in organized speech...</td>
</tr>
</tbody>
</table>

Based on the self-assessment results, no modifications need to be made for upper-division **listening**. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.
Student Learning Outcomes results

2.2 Interpretive Communication- Reading (Figure 13)
60% can easily understand the main idea of texts related to everyday life, personal interests, and studies and can sometimes follow stories and descriptions about events and experiences in various time frames. 19% of the students who responded to the survey can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres. 13.5% can understand the main idea of texts related to everyday life and personal interests or studies, and only 8% (lower is also better) can understand the main idea of short and simple texts when the topic is familiar.

Figure 13. Interpretive Communication (Reading) Results

3.1 Presentational Communication- Speaking (Figure 14)
62% of the students can speak in a generally organized way on school, work, and community topics, and on topics they have researched. They can also make presentations on some events and experiences in various time frames. 10% of the students can speak through well-organized presentations that are appropriate to my audience on a variety of topics and can present information about events and experiences in various time frames. 17% of the students can speak on most familiar topics using a series of simple sentences, and only 10% (lower is better) can speak on a wide variety of familiar topics using connected sentences.

Figure 14. Presentational Communication (Speaking) Results

Based on the self-assessment results, no modifications need to be made for upper-division reading. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.
### Student Learning Outcomes results

<table>
<thead>
<tr>
<th>3.2 Presentational Communication-Writing (Figure 15)</th>
<th>Modifications made to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>52% of respondents can write on topics related to school, work, and community in a generally organized way and can write some simple paragraphs about events and experiences in various time frames. 21% of the students who responded to the survey can write on general interest, academic, and professional topics and can write organized paragraphs about events and experiences in various time frames. 23% of the students can write on a wide variety of familiar topics using connected sentences, while only 4% (lower is better) can write briefly about most familiar topics and present information using a series of simple sentences.</td>
<td>Based on the self-assessment results, no modifications need to be made for upper-division writing. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.</td>
</tr>
</tbody>
</table>

**Figure 15. Presentational Communication (Writing) Results**

When I write in my second language, I can...

<table>
<thead>
<tr>
<th>52 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.9%</td>
</tr>
<tr>
<td>21.2%</td>
</tr>
<tr>
<td>23.1%</td>
</tr>
</tbody>
</table>

- write briefly about most familiar topics and present information using a series of simple sentences
- write on a wide variety of familiar topics using connected sentences
- write on topics related to school, work, and community in a generally organized way. I can write some simple paragraph…
- write on general interest, academic, and professional topics. I can write organiz…

### FUTURE PLANS FOR CONTINUED ASSESSMENT

WLC is working on our assessment tools and future use of the information gathered. Support from Main Hall would be greatly appreciated since the department doesn’t have a dedicated staff person nor accessibility to staff trained in assessment and assessment tools (how to create surveys, process information, etc.). Future plans of assessment include the use of gathered information to improve curriculum planning, scheduling and possible changes for the majors/minors.

### APPENDICES

1. List of courses included in Fall 2022 final grade data
2. Lower-division student self-assessment survey
3. Upper-division student self-assessment survey
4. Curriculum Maps: French, German, Spanish
Appendix 1: Courses included in Fall 2022 Final Grade Data (all sections are included for those courses with more than one section)

CHIN 101
CHIN 201
CHIN 380
FILM 308
FRCH 101
FRCH 201
FRCH 301
FRCH 311
GRMN 101
GRMN 201
GRMN 301
GRMN 311
JPNS 150H
JPNS 302
RUSS 101
RUSS 301
SPNS 101
SPNS 201
SPNS 301
SPNS 305
SPNS 315
SPNS 326
WLC 110
WLC 391
## UM Curriculum Mapping Template
### French Degree

<table>
<thead>
<tr>
<th>Required Course (Name and Number)</th>
<th>Ability to communicate orally in French in a number of social situations</th>
<th>Ability to read and understand literary and/or non-literary texts</th>
<th>Ability to write French in a variety of situations and registers, from social to academic</th>
<th>Ability to identify and situate key aspects of French cultural production</th>
<th>Ability to analyse and interpret complex discursive, textual and pictural messages</th>
<th>Knowledge of the main periods of French cultural, political, social and economic history</th>
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</thead>
<tbody>
<tr>
<td>FRCH 101</td>
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</tbody>
</table>

**KEY:**
- I = Introduced
- D = Developed/reinforced, with opportunities to practice
- M = Mastery
- A = Assessment evidence collected