

UNDERGRADUATE EDUCATION POLICY COMMITTEE

Resolution to Recommend Approval of the RME to Restructure the Curricula of the Department of Foreign Languages and Literatures and Rename the Department as the Department of Languages, Cultures, and International Trade, College of Liberal Arts

WHEREAS reorganizing the departments' current six majors as one major with separate specializations will promote curricular and organizational reforms called for by recent external reviews; and

WHEREAS the reorganization will enable more efficient recruiting, advising and assessment of students; and

WHEREAS the reorganization will enable the department to present combined numbers of majors and graduates to the IBHE in a way that allows it to reach the minimum numbers sought by the state; and

WHEREAS the reorganization will preserve all existing programs; and

WHEREAS the name change better reflects the international reach of the department, particularly in its programs in International Studies and in Foreign Language and International Trade; and

WHEREAS this reorganization does not require any increase in funding; and

WHEREAS the reorganization has been approved, after numerous meetings, extensive discussion, and debate by department faculty and the College of Liberal Arts Council;

THEREFORE BE IT RESOLVED that the Faculty Senate recommends approval of the RME to restructure the curricula of the Department of Foreign Languages and Literatures and rename the department as the Department of Languages, Cultures, and International Trade, College of Liberal Arts.

FS1311

MEMORANDUM

Date: November 19, 2012

To: Meera Komarraju, President, Faculty Senate

From: John W. Nicklow, Provost and Vice Chancellor for Academic Affairs

Subject: RME: Modification of Majors in the Department of Foreign Language and Literatures



The College of Liberal Arts proposed the modification of all majors in the Department of Foreign Language and Literatures into one major, Languages, Cultures, and International Trade with several specializations. I am forwarding the attached Reasonable and Moderate Extension proposal and Form 90A to the Faculty Senate for notice and action.

As required by the 2010 – 2014 Collective Bargaining Agreement between the SIU Board of Trustees and the SIUC Faculty Association, IEA/NEA, this information is also being sent to the Faculty Association for their review and input. Per Section 9.03, the Association may “submit a written response with its analysis and recommendations concerning the proposed plan” to the Faculty Senate. The deadline for their response to you is Monday, December 3, 2012. The College of Liberal Arts Council is also being sent the attached information for review and its recommendations to the Dean of Liberal Arts, who has already given her provisional approval. The remaining documentation on FA and CoLA Council review will be available to you before the full Senate completes its final deliberations.

This unusual procedure of seeking multiple reviews concurrently is an effort to ensure that these program changes are considered expeditiously, lest students and colleagues express concern about the fate of these degree programs in limbo. Notwithstanding this unusual procedure, the prerogatives of the Faculty Senate to provide notice and action to the Provost on these programs remain intact.

If you have any questions, please do not hesitate to contact me. Thank you.

JWN:ro

Enclosures: RME

cc: James S. Allen, Associate Provost for Academic Programs
David L. DiLalla, Associate Provost for Academic Administration

**Reasonable and Moderate Extension (RME)
Modification of the Department of Foreign Languages and Literatures Majors**

I. Program Inventory

A. Current. Dept. of Foreign Language & Literatures (DFLL)

<u>CIP</u>	<u>Major</u>	<u>Specialization</u>	<u>Degree</u>	<u>Unit</u>
16.1200	Classics	----	BA	DFLL
16.9999	Foreign Language & International Trade	Chinese	BA	DFLL
		French	BA	DFLL
		German	BA	DFLL
		Japanese	BA	DFLL
		Spanish	BA	DFLL
16.0901	French	---- (without teacher education-TEP)	BA	DFLL
		(with TEP)	BA	DFLL
13.1325		(with TEP)	BS	CoEHS
		Foreign Language and International Public Service (FLIPS)	BA	DFLL
30.2001		International Studies	African and Middle East Studies	BA
	Asian and South Pacific Studies		BA	DFLL
	European Studies		BA	DFLL
	Latin American and Caribbean Studies		BA	DFLL
16.0501	German Studies	---- (without TEP)	BA	DFLL
		(with TEP)	BA	DFLL
13.1326		(with TEP)	BS	CoEHS
		FLIPS	BA	DFLL
16.0905		Spanish	---- (without TEP)	BA
	(with TEP)		BA	DFLL
13.1330	(with TEP)		BS	CoEHS
		FLIPS	BA	DFLL

B. Proposed: Department of Languages, Cultures, and International Trade (LCIT).

<u>CIP</u>	<u>Major</u>	<u>Specialization</u>	<u>Degree</u>	<u>Unit</u>
16.0101	Languages, Cultures, and International Studies (LCIS)	Classics	BA	LCIT
(Language and culture specializations)		French (without teacher education-TEP)	BA	LCIT
13.1325		French (with TEP)	BA	LCIT
		French (with TEP)	BS	CoEHS
		East Asian Language and Culture	BA	LCIT
		German (without teacher education-TEP)	BA	LCIT
13.1326		German (with TEP)	BA	LCIT
		German (with TEP)	BS	CoEHS
		Spanish (without teacher education-TEP)	BA	LCIT
13.1330	(Foreign Language and international trade specialization) (International Studies specializations)	Spanish (with TEP)	BA	LCIT
		Spanish (with TEP)	BS	CoEHS
		Foreign Language and International Trade	BA	LCIT
		African and Middle East Studies	BA	LCIT
		Asia and South Pacific Studies	BA	LCIT
		Europe Studies	BA	LCIT
		Latin America and Caribbean Studies	BA	LCIT

II. Reason for proposed action

The current *Department of Foreign Languages and Literatures* is a complex entity with six diverse and essentially autonomous majors (in Classics, French, German, Spanish, Foreign Language and International Trade, and International Studies), many themselves with numerous specializations or other wrinkles. The proposed changes would introduce a common “umbrella major” in *Languages, Cultures, and International Studies*, and rename the department similarly (but not identically) as the *Department of Languages, Cultures, and International Trade*. This RME would result in a department that is more coherently organized but retains a diverse range of programs.

All students majoring in the department will be introduced to the study of language and culture through our UCOL 101 course, then develop a basic competency in their chosen language and culture. Majors then pursue additional study in one of three broad areas:

1. **Language and Culture** students pursue a humanistic education that deepens their knowledge of their chosen language and culture. Students will graduate with a degree in *Languages, Cultures, and International Studies*, with specializations in *Classics, East Asian Language and Culture, French, German, or Spanish*.
2. **Foreign Language and International Trade (FLIT)** students gain additional language and cultural proficiency, add an extensive suite of courses from the College of Business Administration, and complete their education with an internship. All FLIT students will graduate with a degree in *Languages, Cultures, and International Studies* and share a single specialization in *Foreign Language and International Trade*, to retain continuity with the current major name and brand. They will do their language study in Chinese, French, German, Japanese, or Spanish.
3. **International Studies** students go on to do 15 credit hours in global and comparative issues and 15 hours of work in their chosen region. They emerge with a lower level of language proficiency but compensate with a greater background in social science and a deeper understanding of global and regional issues. Students will graduate with a degree in *Languages, Cultures, and International Studies*, with specializations in *African and Middle Eastern Studies, Asian and South Pacific Studies, European Studies, or Latin American and Caribbean Studies*.

The changes to department programs are most extensive within the language and culture area, where French, German, and Spanish requirements have been standardized, Classics has made significant changes to bring it more closely in line with the modern languages, and we have introduced a new East Asian Language and Culture specialization that falls somewhere between Classics and the other modern languages in expectations for language proficiency versus coursework in English. Changes to FLIT and International Studies have been made only where they are necessary to coordinate with changes in our language offerings. The only departmental programs to be eliminated are our Foreign Language and International Public Service specialization (in French, German, and Spanish), which has attracted very few students, and our minor and course offerings in Russian; we have offered no courses for in Russian for years.

Department primary majors have averaged around 110 students for the past decade, with some growth in the last few years thanks to the new International Studies program. (The figure of 110 majors does not reflect our many second majors and majors in the Teacher Education Program.) We see particular potential for growth in majors in International Studies, Foreign Language and International Trade, as well as in Spanish, where our enrollment figures currently lag behind those of some of our peers. Better integration of the interdisciplinary FLIT and International Studies programs with our language offerings ought to produce a more coherent educational experience for our students and better introduce all language students here to the opportunity to put their language study to use in these interdisciplinary programs. Standardization of our language curricula will allow for curricular reforms called for in external reviews, which will help us attract and retain more majors.

Employment prospects for foreign language majors remain strong, especially given the increasingly interconnected nature of the global economy. Job prospects are clearest for graduates of our career-orientated FLIT program; FLIT graduates have consistently found good placement following graduation. Demand for secondary school teachers in foreign language, especially in Spanish, is high, giving our Teacher Education graduates a clear career path. But other language majors also fare well; a great range of employers recognize skill in a foreign language as a valuable asset. Our standard language specializations leave ample credit-hour space for a second major, allowing students to

broaden their career opportunities. Students who develop the ability to master the grammar, syntax, semantics, and pragmatics of a foreign language, and to navigate the foreign culture embodied in that language, will not only gain a practical skill set for that particular language and culture but improve their ability to master the challenges provided by many careers. Language and cultural competency, the twin goals of all our programs, are invaluable skills for rich careers and lives.

Advantages to this proposal include the following:

1. The last several external reviews of the department have called for **curricular reforms**. Curricular reforms have been made in some language areas, and this proposal, by mandating greater coordination in requirements and objectives, will facilitate the sharing of those reforms in other areas. The central ideas here, which are reflected in our revised objectives and assessment regime for the language and culture specializations and in the multitude of small changes we suggest to courses, are the following.
 - a. Consistent promotion of **language proficiency** as defined by the gold standard in the field, the language proficiency standards for reading, writing, speaking, and listening issued by The American Council on the Teaching of Foreign Languages (ACTFL);
 - b. Focus on the goals language proficiency enables, **translingual and transcultural competencies**, the two objectives set for modern foreign language programs by our professional organization, the Modern Language Association.
2. The last several external reviews of the department have called for greater **departmental cohesion**. Coordination of program requirements and goals, while causing no little friction at the outset, should ultimately result in greater departmental cohesion. (For more on that friction, see the attached cover memo.)
3. Standardization in curricula will allow for more **efficient recruiting, advising, and assessment**, work the department has sometimes struggled to do effectively in the past.
4. The **new nomenclature** better reflects the international reach of the department, especially in its established *Foreign Language and International Trade* program and its new and growing *International Studies* program. The department will continue to make literature an essential part of its research and teaching missions, but the new names reflect growing interest among students and scholars in culture as more broadly defined to include film, popular culture, and much else in addition to the traditional emphasis on canonical literature. Clearer reference to our International Studies and International Trade programs is part of a larger effort to better incorporate those programs into the departmental mainstream. The difference in names between department (Language, Cultures, and International *Trade*) and major (Language, Cultures, and International *Studies*), came as a compromise that allowed both International Studies and International Trade a certain visibility without requiring FLIT students to share the word "trade" in the name of their major with those outside the FLIT program.
5. New **Illinois reporting requirements** call for all majors enrolling fewer than 25 students or graduating fewer than six students to report as much to the IBHE and legislature. Under its current structure, no DFLL undergraduate program meets both of these requirements. (FLIT is the closest, with adequate numbers of enrolled students, but it has averaged fewer than six graduates over the last five years.) The plan here proposed will put the new department and degree program safely above the state-required minima, without adversely affecting the quality of our students' education or the range of our offerings.

In addition to the broad changes outlined here, other changes proposed in the attached catalog language and forms include:

1. Introduction of a **departmental UCOL 101** course (Foundations of Inquiry: Foreign Language) to introduce students to the study of foreign language. Students who have already taken UCOL 101 or are otherwise exempt from this requirement will be required to take the one credit hour FL 111, which will meet concurrently with UCOL 101 for one hour per week and cover most of the disciplinary material introduced in our UCOL 101 class. The plan here is to offer at least one course shared by all departmental majors, in which they can be introduced to salient features of our field.

2. **Reduction of all current four credit-hour classes in foreign language to three credit hours.** This will put all such courses on the three credit-hour “grid”, easing scheduling for students. It will allow us to regularize and more efficiently allocate workload to GAs and faculty, removing the added complexity of balancing four credit-hour and three credit-hour classes. This move should not only benefit the department but the college, as it will remove two credit hours from the College of Liberal Arts language requirement, and make required language classes easier to schedule. The greater ease in scheduling should attract additional students from outside the College of Liberal Arts, and encourage more first-year language students to continue their study into the second year.
3. **Rationalization of prerequisites** has been undertaken with the goal of streamlining our offerings, opening up 400 level classes in French and German to second semester juniors (students in 320b) as well as seniors (students who have completed 320b). In Spanish 400 level courses are open only to seniors (students having completed 320b) but are cross-listed with MA level courses. This “piggy-backing” should make for higher enrollments and more efficient scheduling.
4. The reduction in credit hours will allow our lecturer in American Sign Language (ASL) to broaden her course offerings and **offer a minor in ASL.**
5. **Formal elimination of the Russian Minor** and course offerings. We have taught no courses in Russian in over a decade and should not continue to advertise a non-existent minor and courses.
6. **Various clarifications in catalog language.** We make an effort here to more consistently and clearly explain language area requirements and how they intersect with College of Liberal Arts and Core Curriculum requirements. While changes in working and organization may make it look otherwise, *the overall number of credit hours required for our programs has not increased.* We have shifted some hours in lower level classes (lost with the switch from four credit hours to three) to upper level courses, but the Language and Culture hour totals are substantially the same. They may appear to be higher because we now consistently include first year language classes under major requirements.

III. Program delivery mode

The vast majority of the department’s courses will continue to be offered in traditional on-campus settings, although we have begun to increase our online presence in recent years.

IV. Anticipated budgetary effects

The proposal is budget neutral. We would offer one new program, in East Asian Language and Culture, but the departmental classes required for this specialization are already being offered for students enrolled in the relevant sub-fields in International Studies and Foreign Language. The new specialization also allows for elective coursework completed in other departments on campus. Addition of this new track ought to draw more students to all of these classes. The new minor in American Sign Language (ASL) will be taught by our current faculty member, who will now be able to offer a second year of language study and a course on culture rather than simply teaching three sections of elementary ASL each semester.

V. Arrangements for (a) affected faculty, staff, and students; and (b) affected equipment and physical facilities

Current students will of course be allowed to continue in their current tracks. As the new requirements are in most cases more flexible than the old ones, the transition to the new scheme should not be particularly difficult. No effects on equipment or physical facilities are anticipated.

VI. Will other education units, curricula, or degrees be affected by this action?

We have contacted the **College of Business Administration** about changes to the FLIT program, and our new department name. And we have contacted the **College of Education and Human Services** about changes to our Teacher Education Program. In neither case do our changes alter the substance of those programs, and greater coordination within our department should ease matters for these programs. Thanks to our lowering the credit hour total for our classes to three from four credit hours, most students in the **College of Liberal Arts** will now need only

six hours of language study rather than the eight currently required. Our new departmental UCOL101 course has been submitted to **University College** and the **Core Curriculum**.

VII. Assessment

See attached. We have drafted new assessment plans for all the language and culture areas. Current assessment schemes for FLIT and International Studies specializations, where program changes are minor, will remain as they are at present.

VIII Catalog copy to be deleted or added

Attached you will find:

- a. A completely redrafted version of the introductory section of the departmental catalog language—i.e., the portion of the catalog up to the list of courses (pages 260-268 in the 2012-2013 catalog). This catalog language now includes the international studies section currently found on pages 332-334 of the 2012-2013 catalog.
- b. Form 90a's for each area, with brief summaries of the main changes attached.
- c. Form 90's for each class impacted, with summary sheets outlining the changes and providing new catalog language.

IX. Requested effective date of implementation

Summer 2013. *Deo volente.*

DFLL Concurrence letter

1 message

James Allen <jsallen@siu.edu>
To: Ruth O'Rourke <rorourke@siu.edu>

Thu, Nov 15, 2012 at 6:56 PM

Hi Ruth,

This note from Dena Cradit needs to be included with the RME from the DFLL. Thanks.

Jim

----- Forwarded message -----

From: **Cradit, Dennis** <dcradit@business.siu.edu>

Date: Thu, Nov 15, 2012 at 5:13 PM

Subject: FW: "Foreign Languages & Literatures" to become "Languages, Cultures, and International Trade"

To: "James Allen (jsallen@siu.edu)" <jsallen@siu.edu>

Cc: "Allan Karnes (akarnes@siu.edu)" <akarnes@siu.edu>, "mjohnson@siu.edu" <mjohnson@siu.edu>

Jim,

The College of Business supports the changes specified in this RME and applaud the department for their efforts in revising and strengthening their programs and curricula. We look forward to working with them in any way we can to help this succeed.

Thank you



J. Dennis Cradit, Ph.D.

Dean, College of Business

*Deputy to the Chancellor, Innovation &
Economic Development*

Assessment Plan

Department of Languages, Cultures, and International Trade (formerly DFLL)

I. French, German, and Spanish Specializations

A. Goals

1) Language proficiency. Students shall gain the following minimum ACTFL proficiency levels in the four basic skills:

Speaking: Advanced Low
Listening: Advanced High
Reading: Advanced High
Writing: Advanced Mid

2) Cultural background knowledge. Students shall gain a basic knowledge of the history, geography, culture, and literature of the society or societies whose language they are learning.

3) Transcultural competency. Students shall gain the ability to critically think across cultures (both “high culture” and “popular culture”) through analysis of beliefs, media, customs, and artifacts.

4) Translingual competency. Students shall gain an ability to analyze and discuss the target language on a metalinguistic level.

B. Implementation of goals

I.e., where and how do we do these things?

1. Language proficiency. All courses taught in the department (save those explicitly taught in English and open to students with no prior language experience) must be four skills courses (speaking, listening, writing, reading) taught in a cultural context. Even upper level “content courses” must not only be taught “in the target language” but with increased language proficiency as an explicit and actual goal of each and every course.

2. Cultural background knowledge. The language sequence is embedded in a cultural context. Information we regard as “basic” on culture is introduced in the sequence through 320b. Upper level courses offer more detailed background on select topics, and are taught in such a way as to present texts, concepts, film, etc. in the wider cultural context, drawing on and reinforcing the “basic” cultural background knowledge developed in the language sequence.

3. Transcultural competency. This process would begin with our UCOL course, continue in the language sequence but come to fruition mainly in upper level courses, above all in the required culture course.

4. Translingual competency. Overt attention to linguistic features of the target language and of English would play an important role in the language sequence and continue to play a role in upper level courses. Basic notions will be introduced in our UCOL course. This competence develops naturally in discussion of grammar, pragmatics, style, and rhetoric, discussions which would start early and continue throughout.

B. Assessment scheme for French, German, and Spanish specializations

1. Language proficiency

Assess in the second writing intensive course taken at the 300 or 400 level (in addition to 320b). Use the final writing assignment for writing, final examination for reading. Assess speaking and listening in an interview as part of the final examination process. Relevant papers and portions of exams will be copied prior to grading to be assessed later.

2. Cultural background knowledge

Assess in 320b. As part of their final exam, students would be asked a series of questions on basic background material. Even for "background knowledge", emphasis should not be on raw facts but meaningful historical and cultural concepts, especially those deeply embedded in language. For example, students in French, German, and Spanish may all be asked to consider why and how native speakers of those language incorporate or tend to reject English loan words. Relevant parts of exams will be copied prior to grading to be assessed later.

3. Transcultural competency

Assess in the required culture course (370 or other approved culture course). To assess transcultural competency, final exams in all such classes include questions requiring students to intelligently compare cultural norms in the target culture to those in their own culture. Relevant parts of exams will be copied prior to grading to be assessed later.

4. Translingual competency

Assess in the second writing intensive course taken at the 300 or 400 level. To measure translingual competency, assignments should expect students to explicitly discuss linguistic features of the target language that differ from English. Relevant parts of exams and other assignments will be copied prior to grading to be assessed later.

II. Assessment Plan for Classics Specialization

Student Learning Outcomes for the Classics Specialization

1) Language proficiency

Students are able to read and understand texts in Latin or Greek with the aid of a commentary and dictionary.

2) Cultural background knowledge

Students demonstrate knowledge about major facets of Greek and Roman culture.

3) Transcultural competency

Students are able to describe major facets of Greek and Roman culture in relation to cultures situated elsewhere in time and place.

4) Translingual competency

Students are able to describe aspects of Greek or Latin language in relation to corresponding aspects in other languages, with a particular emphasis on cultural context.

Assessment Plan for Student Learning Outcomes

1) Language proficiency

Assessment exam: Students will take a language assessment exam at the end of the second year of language. The test will include: 1) translation of a Greek or Latin text into English with the aid of a commentary and dictionary; 2) commentary or short essay on the process of translation, comparing linguistic expression and cultural references between the Greek or Latin original and a modern English translation in the contemporary (inter)national context.

2) Cultural background knowledge

Grades in coursework: Cultural knowledge is acquired through the courses which meet the cultural competency requirements of the major. The grades earned by the students will reflect the extent to which they are able to demonstrate knowledge about major facets of Greek and Roman culture.

3) Transcultural competency

Exit oral interview: Students will be asked to synthesize and apply their cultural background knowledge of Greek and Roman civilizations to the modern world in the oral exit interview. Their responses will be assessed by the faculty.

4) Translingual competency

Assessment exam: Students will take a language assessment exam at the end of the second year of language. The test will include: 1) translation of a Greek or Latin text into English with the aid of a commentary and dictionary; 2) commentary or short essay on the process of translation, comparing linguistic expression and cultural references between the Greek or Latin original and a modern English translation in the contemporary (inter)national context.

III. Assessment plan for East Asian Specialization

A. Goals

1) Language proficiency. Students shall gain intermediate level proficiency in Japanese or Chinese as measured by the ACTFL proficiency standards.

2) Cultural background knowledge. Students shall gain a basic knowledge of the history, geography, culture, and literature of the society or societies whose language they are learning.

3) Transcultural competency. Students shall gain the ability to critically think across cultures (both “high culture” and “popular culture”) through analysis of beliefs, media, customs, and artifacts.

4) Translingual competency. Students shall gain an ability to analyze and discuss the target language on a metalinguistic level.

B. Implementation of goals

I.e., where and how do we do these things?

1. Language proficiency. All courses taught in the department (save those explicitly taught in English and open to students with no prior language experience) must be four skills courses (speaking, listening, writing, reading) taught in a cultural context. Even upper level “content courses” must not only be taught “in the target language” but with increased language proficiency as an explicit and actual goal of each and every course.

2. Cultural background knowledge. The language sequence is embedded in a cultural context. Information we regard as “basic” on culture is introduced in the sequence through 320b. Upper level courses offer more detailed background on select topics, and are taught in such a way as to present texts, concepts, film, etc. in the wider

cultural context, drawing on and reinforcing the “basic” cultural background knowledge developed in the language sequence.

3. Transcultural competency. This process would begin with our UCOL course, continue in the language sequence but come to fruition mainly in upper level courses, above all in the required culture course.

4. Translingual competency. Overt attention to linguistic features of the target language and of English would play an important role in the language sequence and continue to play a role in upper level courses. Basic notions will be introduced in our UCOL course. This competence develops naturally in discussion of grammar, pragmatics, style, and rhetoric, discussions which would start early and continue throughout.

B. Assessment scheme for East Asian specialization

1. Language proficiency

Assess a major's final language class. Use the final writing assignment for writing, final examination for reading. Assess speaking and listening in an interview as part of the final examination process. Relevant papers and portions of exams will be copied prior to grading to be assessed later.

2. Cultural background knowledge and transcultural competency

Assess in 320b. As part of their final exam, students would be asked a series of questions on basic background material. Even for “background knowledge”, emphasis should not be on raw facts but meaningful historical and cultural concepts, especially those deeply embedded in language. For example, students in French, German, and Spanish may all be asked to consider why and how native speakers of those language incorporate or tend to reject English loan words. Relevant parts of exams will be copied prior to grading to be assessed later.

3. Transcultural competency

Assess in the required culture course (370 or other approved culture course). To assess transcultural competency, final exams in all such classes include questions requiring students to intelligently compare cultural norms in the target culture to those in their own culture. Relevant parts of exams will be copied prior to grading to be assessed later.

4. Translingual competency

Assess in the majors final language class. To measure translingual competency, assignments should expect students to explicitly discuss linguistic features of the target

language that differ from English. Relevant parts of exams and other assignments will be copied prior to grading to be assessed later.

IV. Assessment Plan for Foreign Language & International Trade

[Note: this assessment plan reflects moderate revision of the 1996 FLIT assessment plan in keeping with subsequent developments and the new departmental reorganization under the 2012 RME.]

Program Objectives for Students

Students shall:

1. Achieve a minimum proficiency rating of Intermediate (for Chinese and Japanese) or Advanced (French, German, Spanish) in their chosen language, as measured by the guidelines set by the American Council of Teachers of Foreign Languages (ACTFL);
2. Acquire a core understanding of business through basic classes in accounting, economics, finance, management, marketing, and computing;
3. Develop translingual competency through analysis of differences in business practices and language for countries in which the target language is spoken in the business community;
4. Develop transcultural competency through study on the countries which speak the target language in the business community, and comparison with US norms;
5. Successfully complete an internship in an international business in a country where the business community speaks the target language.

Assessment of objectives

As soon as the student declares a major in FLIT the FLIT Office begins a portfolio. FLIT faculty are involved in the assessment of the student portfolios to determine to what extent the students achieved the program objectives above. The portfolio is to include the following:

- A. Records of oral and written proficiency exams administered by the language sections. (**objective 1**). Proficiency will be assessed when students take their second writing intensive language course (in French, Spanish, and German) or their final language course (Chinese and Japanese). Students must reach required language proficiency levels in order to undertake internships, and will therefore be encouraged to take additional language courses and be retested if they initially fail to meet proficiency standards.
- B. The required internship course serves as a capstone course for the FLIT

program of studies. Through this course the remaining four objectives are measured with portfolio items as follows:

1) Students are required to write an extensive written report, normally in the target language (for French, German, and Spanish) following their internships. This will be assessed using the "Internship Report Evaluation" form, which measures understanding of differences in business practices and terms and cultural sensitivity (**objectives 3 and 4**), as well as language proficiency (French, German, and Spanish: **objective 1**).

2) The student's basic understanding of business and performance as an intern will be evaluated by the internship site supervisor using the "Internship Sponsor Evaluation" form along with the written evaluation (**objectives 2 and 5**).

C. Questionnaires are sent to students periodically after graduation (six months, and then every two years). These questionnaires solicit employment information and evaluations from students regarding the effectiveness of the course of studies in getting suitable employment, and this information is taken into consideration when program revisions are made.

V Assessment plan for International Studies

Student learning objectives. *Students shall . . .*

1. Demonstrate intermediate level proficiency in a world language (where intermediate level is determined by in accordance with standards established by the American Council of Teachers of Foreign Language—ACTFL).
2. Demonstrate translingual and transcultural competency, as follows.
 - a. To demonstrate translingual competency, students shall show the ability to cross language barriers and make meaningful comparisons and contrasts between the target language and English.
 - b. To demonstrate transcultural competency, students shall show the ability to cross between cultures and make meaningful comparisons and contrasts between cultures and languages.
 - c. Student shall show an understanding of the relationship between language and culture.
3. Demonstrate knowledge of essential global and comparative issues.
4. Demonstrate specialized knowledge of their chosen geographical region.

Assessment scheme

- A. Language proficiency (**objective 1**) and translingual and transcultural competence (**objective 2**) will be assessed as the student completes their final required language course. Students, together with the international studies advisor and course instructor, will be responsible for ensuring that this assessment takes place. Relevant parts of exams (or other assignments) will be copied prior to grading to allow for assessment. In the event final exams or projects for the class lack a component clearly measuring one or more of the four language skills (listening, speaking, reading, or writing), student, advisor, and instructor shall arrange for such an assessment.
- B. **All four objectives** will be keyed to the senior project for FL 492, with particular emphasis on objectives 3 and 4. Students will be judged for their ability to address global issues within a regional context in their culminating projects, according to the following scheme:
- a. Does the project demonstrate relevant background knowledge of the student's chosen region?
 - b. Does the project demonstrate knowledge of the global issues relevant to the project?
 - c. Does the student make appropriate use of their language proficiency in the course of researching the project?
 - d. Does the project demonstrate translingual and (especially) transcultural competence?
- C. In an **exit interview** with the program director and at least one other faculty member, graduating seniors will discuss how their course work in global and comparative Issues and courses in their region prepared them for their senior project, helped them meet program objectives, and prepared them for relevant career. Interviews will discuss the final project but also endeavor to determine the student's broader expertise in the areas covered by **objectives 3 and 4**.

VI. Closing the loop

The department is embarking on an wide-ranging set of changes to its curricula, and assessment will play a vital role in ensuring that these changes are successfully implemented. This will be particularly necessary given the changes to the basic language sequence which is the backbone of all departmental programs. We are changing numerous 4 credit-hour language courses to 3 credit hours; more uniformly adopting a proficiency-centered pedagogy (rather than one based largely on grammatical accuracy); and aiming to more systematically introduce cultural background knowledge.

Early in the fall semester of each academic year, the department's curriculum committee shall hold at least one meeting to review assessment reports produced for

each department specialization. Follow-up meetings will be held as required to see that appropriate changes are made in our curricula, pedagogy, and assessment scheme. The goal shall be to make any formal revisions required in time to be submitted for college and university approval by the standard October 1 deadline for catalog changes.

This form is used for requesting minor changes in requirements of a degree granting unit, major, minor, concentration, specialization, certification program and miscellaneous changes of any academic program (see instructions). Otherwise, use RME Form. All Course Descriptions (Form 90's) needed to support changes described below are to be included to create a cohesive package.

THIS CHANGE IS FOR (level): Undergraduate Catalog

Submit two forms if change relates to both graduate and undergraduate programs.

PROGRAM (Organizational Structure):

Degree granting academic unit (College or School) College of Liberal Arts
Department or Division Old DFLL, now Languages, Cultures, and International Trade
Degree Type (BS, MS, etc) BA
Major (include subject area code) Replace all with Languages, Cultures, and International Studies
Minor (include subject area code) various: see attached
Concentration (Graduate level only) _____
Specialization (Undergraduate level only) Sundry: see attached

BRIEF SUMMARY OF CHANGE (Use additional page(s) if necessary):

Change name of department & major; reduce current majors to specializations. Remove current DFLL language, replace with Languages, Cultures, and International Trade section. Introduce cross-references under "Foreign Languages", "Foreign Language and International Trade," and "International Studies" to the new department alphabetically in new catalog. See the attached summary and the "full catalog language" for details; separate form 90a's are included for each program.

Specific Changes: *Attach a copy of legible mark-up page along with a clean copy representing those changes.*

The mark-up page is to be a copy of the actual catalog page(s) with **legible** corrections made directly on the copy. In the case of extensive or complex changes, please type a new catalog copy on plain paper, double spaced, representing how you recommend the new program requirements be shown in the catalog.

Effective term is next published catalog: **2013-2014** *Early effective date requires Provost approval.*

APPROVAL:

Departmental Executive Officer David Marvin Johnson Digitally signed by David Marvin Johnson
 DN: cn=US, o=State of Illinois, ou=CMS, ou=People, ou=IM-Z, serialNumber=70150064, cn=David Marvin Johnson
 Date: 2012.11.04 15:42:47 -0500 04 Nov 2012
 Date

Dean _____
By signing I affirm that I have conferred with all programs affected by these changes. Date

Dean of the Graduate School _____
 Date

Associate Provost for Academic Programs _____
 Date

Director, Transfer Student Services: _____
 Program changes have been reviewed for application to catalog and degree audit. Date

Catalog Formatting: _____ *Initial and date* **Degree Audit:** _____ *Initial and date*

DISTRIBUTION is made after action recorded by Transfer Student Services. Master file maintained in TSS with copies returned to: APAP, Dean, and Department.

Summary of changes to introductory section of DFLL departmental catalog.

1. Eliminate current listings for International Studies, Foreign Language and International Trade, and Foreign Languages and Literatures; place cross-references to new department in these locations (**Languages, Cultures, and International Trade**).
2. Under **Languages, Cultures, and International Trade**, insert the new "complete catalog language" (attached). This will effectively replace entire current departmental catalog language preceding the list of courses and list of faculty (pages 260-268 in the 2012-2013 catalog) and now includes the international studies section currently found on (pages 332-334 of the 2012-2013 catalog.)
3. Move current list of departmental courses (to be revised via Form 90s attached elsewhere) and list of faculty to new department section. . with the attached
4. The new introductory introduces the new umbrella major with specializations.
5. Text describing various departmental policies has been clarified but there are no significant changes to the substance of the policy (no new fees, no new requirements, no changes in "validating credit" policy, etc.)

DRAFT CATALOG LANGUAGE

[Note: This document provides the full catalog language for the new department, save for the list of courses and faculty.]

Department of Languages, Cultures, and International Trade

www.languages.siu.edu

The department offers a single major, in **Languages, Cultures, and International Studies (LCIS)**, with a variety of specializations designed to allow students to pursue a range of different educational goals and prepare themselves for a variety of careers.

All department programs share a core of courses in a foreign language, in which students will gain basic language proficiency and study the ways in which our languages affect what we believe and how we act on those beliefs. They will begin to experience a different culture from the inside, a perspective only language study can provide. In addition to this core of classes in language and culture, students choose among the three broad areas outlined below.

Language and Culture. These specializations provide a humanistic education that deepens students' knowledge of their chosen language and culture. Students may specialize in:

Classics (Latin, Greek)

East Asian Language and Culture (Chinese, Japanese)

French

German

Spanish

French, German, or Spanish students may choose to enter the **Teacher Education Program** and pursue a license to teach in Illinois. They may earn an B.A. in the College of Liberal Arts or a B.S. in the College of Education and Human Services with K-12 licensure in their chosen language.

Language and Culture minors:

American Sign Language

Chinese

Classical Civilization

East Asian Civilization

French

German

Greek (Ancient)

Japanese

Latin

Spanish

Foreign Language and International Trade (FLIT). FLIT students gain additional language and cultural proficiency, add an extensive suite of courses from the College of Business Administration, and complete their education with an internship. This area consists of a single specialization, *Foreign Language and International Trade*, though students will select language study in Chinese, French, German, Japanese, or Spanish.

International Studies. Students add coursework in global and comparative issues and focus on a specific region. They choose one of the following specializations:

African and Middle Eastern Studies

Asian and South Pacific Studies

European Studies

Latin American and Caribbean Studies

We also offer a minor in *International Studies*.

All department majors must meet with the relevant area advisor before registering for classes. Students who wish to complete a minor in the department must apply to the department for approval in order to assure that the minor is officially listed on their transcripts. No course with a grade below C can be counted toward fulfillment of any departmental major or minor.

The department strongly recommends study abroad. Students interested in studying abroad should speak with their advisor to ensure they will be able to transfer credit upon their return to SIUC.

Students in the Foreign Language and International Trade specialization must pass oral and written proficiency exams before doing internships, and students preparing for teacher education must pass oral and written proficiency exams before student teaching is begun. During the course of their study, department majors may be asked to gather materials for assessment portfolios and to ensure oral assessments are completed in a timely manner. Majors should check with the relevant advisor to confirm that they are completing all required assessment work. Failure to submit all materials in a timely manner may result in a delay in graduation.

Program flexibility and interdisciplinary work

The department's flexible programs are designed to encourage interdisciplinary work. All departmental majors will meet the College of Liberal Arts language requirement in the course of their language study, and almost all will meet most or all of the college International Coursework requirement in pursuit of their degree. In addition, all language students are eligible for three credit hours of Core humanities credit for their language study. Thus students in our language and culture specializations can readily accommodate a second major, if they so choose. Our International Studies and Foreign Language and International Trade programs incorporate coursework from other departments by design and are thus interdisciplinary by their very nature.

Writing intensive courses

In pursuit of proficiency in writing, and in keeping with the College of Liberal Arts Writing Across the Curriculum requirement, department majors must take at least one writing intensive class, as outlined under each program below. Such courses will require students to write a minimum of 3500 words (counting revisions) in the target language, at least half of which must be in formal writing, such as reports, critical analyses, and research papers.

Placement policy

Students with expertise in a language should take a placement test to help them sign up for the proper class. A free online placement test is available for French, German, and Spanish; students interested in other languages offered by the department should contact the department office for guidance on placement. Students who have successfully completed one year of language study in high school should normally start at the second semester level at SIUC; students who have completed two years should normally start at the third semester. Those with three or more years in high school should contact the department office for guidance. For details please see the departmental webpage (www.languages.siu.edu).

Proficiency credit policy

Unit credit (without grade) on the basis of proficiency may be obtained through the Department in American Sign Language, Chinese, French, German, Greek, Japanese, Latin, and Spanish. This may be accomplished by taking a validating course or by examination. Credit through examination may be given for first and second year basic skills courses only.

Credit by examination: Credit is given by the semester in American Sign Language, Chinese, Japanese, Greek, and Latin; French, German and Spanish credit is given only by the year. CLEP examinations in French, German and Spanish are offered by the University Testing Services. Arrangements for other examinations should be made with the department office. Proficiency credit for languages not taught by the University may also be available. Students who have received college credit in the relevant language cannot also gain proficiency credit in that language. See *Proficiency Examinations and CLEP* in Chapter Two of this catalog for University guidelines.

If a student qualifies for and opts for a departmental (non-CLEP) proficiency examination, a \$5.00 fee will be charged per proficiency test. This fee applies to the following courses: Chinese 120A,B and 201A,B; Classics 130A,B, and 201A,B; Foreign Language 100A,B, 120A,B and 220A,B; Japanese 131A,B and 201A,B.

Credit by validating course: Basic language skills courses taken at SIUC, up to and including 320B, may serve as validating courses. Upon receiving a grade of A or B in a validating course, students who file the appropriate paperwork with the department will be granted validating credit for up to two of the immediately preceding basic skills courses. Contact the department for specific list of courses.

LANGUAGE AND CULTURE

B.A. in Languages, Cultures, and International Studies:

Specialization in Classics

Classics is the study of Ancient Greece and Rome, civilizations which have had a profound impact on our world. Classics is a strongly interdisciplinary field, and Classics students will study the language, literature, culture, history, and material remains of these civilizations in courses taught by Classics faculty and also by a range of cooperating faculty from departments across the College of Liberal Arts. Classics students receive a liberal arts education which gives them the analytical tools to pursue a wide range of careers. In recent years, for example, many Classics graduates have been accepted by prestigious law schools. Our program is flexible, allowing students to pursue their own interests within Classics and, should they so wish, a second major or degree in another field. While only two years of language study are required for the specialization, students interested in pursuing graduate study in Classics or a related field, or who have an interest in Classical literature, are strongly advised to take as much Greek and Latin as they can.

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 instead. Students in Latin or Greek will receive three hours in humanities Core credit for their first semester in these languages; those hours are counted below so not included in the core curriculum total here. See Chapter 3 for details on Core Curriculum requirements.

College of Liberal Arts requirements 6

The hours for the six-hour college language requirement are included below under departmental requirements

and so are not counted here. Classics students will require only the six hours in international coursework required by the college. See Chapter 4 for details on College of Liberal Arts requirements.

Classics courses and courses from related disciplines 33 (34)

(FL 111 1)

Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

Cultural competencies:

A) Myth: One of the following: CLAS 230, ENGL 445, THEA 354A3

B) Greek: One of the following: CLAS 270, CLAS 310, HIST 311, PHIL 304, PHIL 470A, PHIL 470B, POLS 304A3

CLAS 310 may count for Greek or Roman culture, but not both, unless taken twice; HIST 311 may count for Greek or Roman culture, but not both.

C) Roman: One of the following: CLAS 271, CLAS 310, HIST 311, HIST 412A, HIST 412B, HIST 413, PHIL 4693

CLAS 310 may count for Greek or Roman culture, but not both, unless taken twice; HIST 311 may count for Greek or Roman culture, but not both.

Linguistic competency:

Two years of Greek or Latin12

Classics Electives:

Courses at the 300 or 400 level approved by advisor9

Capstone:

Capstone seminar CLAS 4913

It is highly recommended that students fulfill most of the other requirements before taking CLAS 491.

Classics specialization suggested curricular guide

<u>FIRST YEAR</u>	<u>FALL</u>	<u>SPRING</u>
CLAS 133A, 133B	3	3
CLAS 230, 271	3	3
UCOL 101, SPCM 101	3	3
ENGL 101, 102	3	3
CI 199 Intro College Research	1	
<u>Core Human Health, Core Math</u>	<u>2</u>	<u>3</u>
Total	15	15

<u>SECOND YEAR</u>	<u>FALL</u>	<u>SPRING</u>
CLAS 202A, 202B	3	3
CLAS 270, CLAS elective	3	3
CLAS 130A, 130B	3	3
Core Social Science	3	3
<u>Core Fine Arts, Multicultural</u>	<u>3</u>	<u>3</u>
Total	15	15

<u>THIRD YEAR</u>	<u>FALL</u>	<u>SPRING</u>
CLAS 390	3	3
CLAS 201A, 201B	3	3
CLAS electives	3	3
Core Science	3	3
<u>Electives</u>	<u>3</u>	<u>3</u>
Total	15	15

<u>FOURTH YEAR</u>	<u>FALL</u>	<u>SPRING</u>
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CLAS 416	3	3
CLAS 390.....	3	3
Electives	3	3
CLAS 491, Elective	3	3
<u>Elective</u>	<u>3</u>	<u>5</u>
Total	15	15

Classical Civilization Minor

A minor in Classical Civilization requires 18 credit hours in Classics courses (CLAS) or related courses approved by the Classics advisor. Among these courses must be cultural competency courses in Myth, Greek culture, and Roman culture. The capstone seminar (CLAS 491) is also required. At least 9 of these hours must be completed at Southern Illinois University Carbondale.

Cultural competencies:

A) Myth: One of the following: CLAS 230, ENGL 445, THEA 354A3

B) Greek: One of the following: CLAS 270, CLAS 310, HIST 311, PHIL 304, PHIL 470A, PHIL 470B, POLS 3043

CLAS 310 may count for Greek or Roman culture, but not both, unless taken twice; HIST 311 may count for Greek or Roman culture, but not both.

C) Roman: One of the following: CLAS 271, CLAS 310, HIST 311, HIST 412A, HIST 412B, HIST 413, PHIL 4693

CLAS 310 may count for Greek or Roman culture, but not both, unless taken twice; HIST 311 may count for Greek or Roman culture, but not both.

Capstone seminar CLAS 491.....3

It is highly recommended that students fulfill most of the other requirements before taking CLAS 491.

Electives approved by the advisor.....6

Greek minor

The Greek minor requires 18 credits. Students will complete two years of Greek, the cultural competency in Greek, and CLAS 491 (Topics in Classics). At least 9 of the hours counted toward the minor must be completed at Southern Illinois University Carbondale.

Linguistic competency:

Two years of Greek12

Cultural competency:

Greek: One of the following: CLAS 270, CLAS 310, HIST 311, PHIL 304, PHIL 470A, PHIL 470B, POLS 304]...3

Capstone seminar CLAS 4913

It is highly recommended that students fulfill most of the other requirements before taking CLAS 491.

Latin minor

The Latin minor requires 18 credits. Students will complete two years of Latin, the cultural competency in Roman culture, and CLAS 491 (Topics in Classics). At least 9 of the hours counted toward the minor must be completed at Southern Illinois University Carbondale.

Linguistic competency:

Two years of Latin12

Cultural competency:

Roman: One of the following: CLAS 271, CLAS 310, HIST 311, HIST 412A, HIST 412B, HIST 413, PHIL 4693

Capstone seminar CLAS 4913

It is highly recommended that students fulfill most of the other requirements before taking CLAS 491.

B.A. in Languages, Cultures, and International Studies:

Specialization in East Asian Language and Culture

China and Japan have rich, ancient cultures and also play an increasingly vital role in today’s world. Students pursuing the interdisciplinary East Asian Language and Culture Specialization will acquire intermediate-level language proficiency in Chinese or Japanese, and take courses in the department and other departments on campus that introduce

them to the culture of these countries. They will gain a basic knowledge of the history, culture, and literature of people who speak their chosen language, and will learn how to think critically across cultures through analysis of beliefs, media, customs, and artifacts. In the course of their language study, they will gain the ability to discuss how and why Chinese or Japanese differ from English, helping them to understand how language works in general and how English and Chinese or Japanese work in particular. Students in East Asian studies enjoy a wide range of career options in the public and private sectors, in the US or abroad. The East Asian Specialization is flexible enough to allow students to study a second field as well, widening their intellectual and career horizons still further.

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 (one credit hour) instead. Modern language students receive three credit hours of Core humanities credit for a third semester or higher in their language; as those hours are listed below they are not repeated here. See Chapter 3 for details on Core Curriculum requirements.

College of Liberal Arts requirements 3

East Asian specialization students will meet the six credit-hour college language requirement during the course of their language study. They will also meet at least three of the six required hours in international coursework via JPN or CHIN 370. This leaves only 3 hours remaining for college requirements. See Chapter 4 for details on College of Liberal Arts requirements.

East Asian Requirements 39 (40)

(FL 111 1)

Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

First year Chinese or Japanese	6
Chinese or Japanese 201a and 201b	6
Chinese or Japanese 320a and 320b	6
Additional language courses in Chinese or Japanese	12
Chinese 370 or Japanese 370	3

Students must complete all the required language coursework in their single chosen language (Chinese or Japanese). Language courses include all courses taught in the target language, as well as JPN or CHIN 410.

Approved electives in Chinese or Japanese culture 6

Students are to select electives from courses taught by the department or in related fields, as approved by the language advisor.

Transfer students wishing to complete the East Asian specialization must complete 12 hours in coursework at Southern Illinois University Carbondale, including at least one 300 or 400 level course in Chinese or Japanese.

General Electives: 40 (39)

Curricular Guide: East Asian Language and Culture Specialization

FIRST YEAR

Chinese or Japanese	3/3	
ENGL 101, 102		3/3
UCOL 101, Core Math	3/3	
Core Social Science		3/3
Core Health, Fine arts	2/3	
<i>Total</i>		<i>14/15</i>

SECOND YEAR

Chinese or Japanese	3/3	
SPCM 101		3/-
Core Humanities	-/3	
Core Science		3/3
CoLA international		3/3
General electives	3/3	
<i>Total</i>		<i>15/15</i>

THIRD YEAR

Chinese or Japanese	3/6	
Core Multicultural		3/-
Chinese or Japanese 370	-/3	
East Asian Electives	3/3	
General electives	6/3	
<i>Total</i>		<i>15/15</i>

FOURTH YEAR

Chinese or Japanese	6/3
General electives	10/12
<i>Total</i>	<i>16/15</i>

Minor in Chinese or Japanese

Chinese or Japanese 201a and 201b	6
Chinese or Japanese 320a and 320b	6
Language elective approved by advisor	3
<i>Total</i>	<i>15</i>

Students must complete all the required coursework in their single chosen language (that is, in Chinese or Japanese). At least 3 hours must be taken in a regularly scheduled 300 or 400 level course at SIUC.

East Asian Civilization Minor

East Asian, Chinese, and Japanese courses approved by the language advisor15

B.A. or B.S. in Languages, Cultures, and International Studies:

Specializations in French, German, and Spanish

French, German, or Spanish, are amongst the most commonly spoken languages in the world, and knowledge of them can open the door to a variety of job opportunities both in the US and abroad. Students in these specializations will gain advanced-level language proficiency and knowledge of the rich history, culture, and literature of people who speak these languages. They will learn how to think critically across cultures through analysis of beliefs, media, customs, and artifacts. In the course of their language study, students will gain the ability to discuss how and why their chosen language differs from English, helping them to understand how language works in general and how English and the language they study work in particular. The French, German, and Spanish specializations are flexible enough to allow students to study a second field as well, widening their intellectual and career horizons still further.

French, German, and Spanish students may also choose to enter the **Teacher Education Program** in conjunction with the College of Education and Human Services and pursue a K-12 teaching license in the State of Illinois. Students so doing may chose to earn a B.A. through the College of Liberal Arts or a B.S. through the College of Education and Human Services.

Specializations in French, German, and Spanish

(Without K-12 Teaching License)

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 (one credit hour) instead. Modern language students receive three credit hours of Core humanities credit for a third semester or higher in their language; as those hours are listed below they are not repeated here. See Chapter 3 for details on Core Curriculum requirements.

College of Liberal Arts requirements 6

French, German, and Spanish students will meet the six credit-hour college language requirement during the course of their language study; these hours are listed below so not included here. The remaining college requirement is for six hours in International Coursework; most French, German, and Spanish students will also complete these hours via coursework required for their specialization, but as course offerings vary, those hours are listed here. See Chapter 4 for details on College of Liberal Arts requirements.

Courses in French, German, or Spanish 39 (40) hours

(FL 111 1)

Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

First year French, German, or Spanish 6
French, German, or Spanish 201a and 201b 6
French, German, or Spanish 320a and 320b 6

Students with prior experience in the language should begin at the appropriate higher level, and will require fewer hours in language study. They will also receive up to 6 hours of validating credit by successfully completing an intermediate or advanced course with a grade of A or B. See above for further information on placement and validating credit.

Language electives at the 300 and 400 level: 21 hours

- Two of these courses must be at the 400 level.
- One of these courses must be in literature.
- One of these courses must be in culture (including 370 or another course approved by the language advisor).

- One of these courses must be writing intensive (either College of Liberal Arts Writing Across the Curriculum compliant or approved by the language advisor).

The same 300 or 400 class may count toward more than one of these requirements. Students must complete all the required coursework in their single chosen language (that is, in French, German, or Spanish). Departmental courses taught in English do not normally count toward these language specializations, but, with the approval of the language advisor, a student may count a departmental course taught in English or a relevant course taken in another department. In such cases, the advisor may require that assignments be done in the foreign language, and may restrict this option to students with high language proficiency, such as those who have done intensive study abroad.

Transfer students planning to complete the specializations in French, German, or Spanish must complete a minimum of 12 semester hours of courses including at least one 300 or 400 level language course in that language at Southern Illinois University Carbondale.

General electives 37 (36)

Total 120

French, German, or Spanish Specializations (without teaching license)

Suggested Curricular Guide

FIRST YEAR

Foreign Language	3/3
ENGL 101, 102	3/3
UCOL 101, Core Math	3/3
Core Social Science	3/3
Core Health, Fine arts	2/3
<i>Total</i>	<i>14/15</i>

SECOND YEAR

Foreign Language	3/3
SPCM 101	3/-
Core Humanities	-/3
Core Science	3/3
CoLA International	3/3
Electives	3/3

Total 15/15

THIRD YEAR

Foreign Language	6/9
Core Multicultural	3/-
Electives	6/6
<i>Total</i>	15/15

FOURTH YEAR

Foreign Language	6/6
Electives	10/9
<i>Total</i>	16/15

Teacher Education Program in French, German, and Spanish

French, German, and Spanish students pursuing a K-12 teaching license may choose to earn a B.A. in Languages, Cultures, and International Studies with a specialization on French, German, or Spanish from the College of Liberal Arts, or a B.S. in Languages, Cultures, and International Studies with a specialization in French, German, or Spanish from the College of Education and Human Services. In either case, students must work closely with advisors in both the Department of Languages, Cultures, and International Trade and the Teacher Education Program in the College of Education and Human Services to ensure they are meeting all degree requirements in a timely manner.

**B.A. in Languages, Cultures, and International Studies,
College of Liberal Arts
Specializations in French, German, and Spanish
With K-12 Teaching License**

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 (one credit hour) instead. Modern language students receive three credit hours of Core humanities credit for a third semester or higher in their language; as those hours are listed below they are not repeated here. See Chapter 3 for details on Core Curriculum requirements.

College of Liberal Arts requirements 6

French, German, and Spanish students will meet the six credit-hour college language requirement during the course of their language study; these hours are listed below so not included here. The remaining college requirement is for six hours in International Coursework; most French, German, and Spanish students will also complete these hours via coursework required for their specialization, but as course offerings vary, those hours are listed here. See Chapter 4 for details on College of Liberal Arts requirements.

Language area requirements 39 (40) hours

(FL 111 1)
 Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

First year French, German, or Spanish . . .	6
French, German, or Spanish 201a and 201b	6
French, German, or Spanish 320a and 320b	6
FL 436	3

Language electives at the 300 and 400 level: 18 hours

- Two of these language elective courses must be at the 400 level.
- One of these courses must be in literature.
- One of these courses must be in culture (including 370 or another course approved by the language advisor).
- One of these courses must be writing intensive (either College of Liberal Arts Writing Across the Curriculum compliant or approved by the language advisor).

The same 300 or 400 class may count toward more than one of these requirements. Students must complete all the required coursework (outside FL 436) in their single chosen language (that is, in French, German, or Spanish). Departmental courses taught in English do not normally count toward these language specializations, but, with the approval of the language advisor, a student may count a departmental course taught in English or a relevant course taken in another department. The advisor may in such cases require that assignments be done in the foreign language, and may restrict this option to students with high language proficiency, such as those who have done intensive study abroad.

Oral and written language proficiency 0

Teacher education candidates must pass oral and written language proficiency exams before they undertake their professional semester of student teaching off-campus.

Transfer students planning to complete the specializations in French, German, or Spanish with teaching licensure must complete a minimum of 12 semester hours of courses including at least one 300 or 400 level language course in that language at Southern Illinois University Carbondale.

Teacher Education Program requirements 29

See the Teacher Education Program for details on education requirements.

General electives 8 (7)

**B.S. in Languages, Cultures, and International Studies,
College of Education and Human Services
Specializations in French, German, and Spanish
With K-12 Teaching License**

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 (one credit hour) instead. Modern language students receive three credit hours of Core humanities credit for a third semester or higher in their language; as those hours are listed below they are not repeated here. See Chapter 3 for details on Core Curriculum requirements.

Language area requirements 39 (40) hours

(FL 111 1)

Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

French, German, or Spanish (100 level) 6

French, German, or Spanish 201a and 201b 6

French, German, or Spanish 320a and 320b 6

FL 436 3

Language electives at the 300 and 400 level: 18 hours

- Two of these language elective courses must be at the 400 level.
- One of these courses must be in literature.

- One of these courses must be in culture (including 370 or another course approved by the language advisor).
- One of these courses must be writing intensive (either College of Liberal Arts Writing Across the Curriculum compliant or approved by the language advisor).

The same 300 or 400 class may count toward more than one of these requirements. Students must complete all the required coursework (outside FL 436) in their single chosen language (that is, in French, German, or Spanish). Departmental courses taught in English do not normally count toward these language specializations, but, with the approval of the language advisor, a student may count a departmental course taught in English or a relevant course taken in another department. The advisor may in such cases require that assignments be done in the foreign language, and may restrict this option to students with high language proficiency, such as those who have done intensive study abroad.

Oral and written language proficiency 0

Teacher education candidates must pass oral and written language proficiency exams before they undertake their professional semester of student teaching off-campus.

Transfer students planning to complete the specializations in French, German, or Spanish with teaching licensure must complete a minimum of 12 semester hours of courses including at least one 300 or 400 level language course in that language at Southern Illinois University Carbondale.

Education requirements 29

See the Teacher Education Program for details on education requirements.

General Electives 14

Total 120

Minors in French, German, or Spanish: 18 hours

French, German, or Spanish 201a and 201b 6
 French, German, or Spanish 320a and 320b 6
 Language electives at the 300 or 400 level 6
 Total 18

Students must complete all the required coursework in their single chosen language (that is, entirely in French, German, or Spanish). At least 3 hours must be taken in a regularly scheduled 300 or 400 level course at SIUC.

Minor in American Sign Language

FL 120a and 120b	6
FL 220a and 220b	6
FL 370	3
Total	15

A minor in American Sign Language (ASL) will enable students to gain intermediate level proficiency in ASL while introducing them to deaf culture, literature, and education. Students must complete at least 3 hours toward the minor at SIUC.

FOREIGN LANGUAGE AND INTERNATIONAL TRADE

B.A. in Languages, Cultures, and International Studies:

Specialization in Foreign Language and International Trade

The Foreign Language and International Trade program combines education in the liberal arts with preparation for careers in the international business community. It is designed to combine skill in a foreign language with a fundamental understanding of international commerce. This is accomplished by a curriculum of studies which has two cores—one in language and one in international trade and related subject matters. This cross-disciplinary program allows for choice of language (Chinese, French, German, Japanese, or Spanish) as well as some options in electives so that different interests may be accommodated and individual goals may be realized. The chosen language cannot be the student's native language, nor can it be English. Because of the demands made by such a course of studies, guidance throughout it is important; therefore all students must be advised by the FLIT Associate Director each semester.

At or near the end of the program of studies, application and expansion of the knowledge and skills gained by the student through course work is provided by an internship. Prerequisite to the internship are senior standing, a minimum 2.75 SIUC GPA, and satisfactory completion of both oral and written language competency examinations before the internship begins. An "internship checklist" must be submitted to the FLIT Associate Director at least one year before the internship begins.

No grade lower than C will be accepted for any course required by the major (including Economics 302I, English 101 and 102, Foreign Language 301I, Mathematics 139 and Psychology 102) taken at any institution at any time. A minimum grade of B is required in the appropriate SIUC 320B language skills course. All off-campus courses fulfilling major requirements must be pre-approved by the Associate Director of FLIT. A minimum 2.75 SIUC GPA is required for graduation.

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Foreign Language 201A or above substitutes for 3 hours of Core humanities (which are therefore not included in the 38 hour total above). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 instead. As part of their Core Curriculum requirements, FLIT students must take Economics 302I; English 101 and 102; Foreign Language 301I; Mathematics 139; and Psychology 102.

College of Liberal Arts requirements 0

FLIT students meet both the College of Liberal Arts language requirement and the International Coursework requirement in the course of their study; these hours are listed elsewhere so are not included here. See Chapter 4 for details on College of Liberal Arts requirements.

Language area courses33

If studying French, German, or Spanish

First year French, German, or Spanish	6
French, German, or Spanish 201a and 201b	6
French, German, or Spanish 320a and 320b	6
French, German, or Spanish 370	3
French, German, or Spanish 435	3
Language electives at the 300 and 400 level	9

Students with prior experience in the language should begin at the appropriate higher level, and will thus require fewer hours in language study. They will also receive up to 6 hours of validating credit by successfully completing an intermediate or advanced course with a grade of A or B. See above for further information on placement and validating credit.

Students must complete all the required language coursework in their single chosen language (French, German, or Spanish). One of the 300 or 400 level language electives must be a writing intensive course (College of Liberal Arts Writing Across the Curriculum compliant or approved by the Associate Director of FLIT).

If studying Chinese or Japanese

First year Chinese or Japanese	6
Chinese or Japanese 201a and 201b	6
Chinese or Japanese 320a and 320b	6
Chinese or Japanese 370	3
Chinese or Japanese 435	3
Language electives in Chinese or Japanese	9

Students must complete all the required language coursework in their single chosen language (Chinese or Japanese). Language electives include all courses taught in the target language.

Other departmental requirements 3 (4)

(FL 111 1)

Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

FL 495 Internship 3

Business Related Courses..... 43

Accounting 220, 230	6
Computer Science 200B or Information Systems & Applied Technologies 229	3
Economics 240, 241, 329	9
Finance 330	3
Management 202, 304, 345	9
Management 208 or Accounting 208 or Economics 308	3
Marketing 304; and either 336 or 435	6
Math 140 (prerequisite for several of the above) . . .	4

General Electives 3 (2)

Total 120

**Foreign Language and International Trade
Suggested Curricular Guide**

FIRST YEAR

Foreign Language (100-Level)	3/3
ENGL 101, 102	3/3
MATH 108, 139	3/3
UCOL 101, PSYC 102	3/3
Core Health, SPCM 101	2/3

Total 14/15

SECOND YEAR

Foreign Language (200-Level)	3/3
MGMT 202, 208	3/3
ACCT 220, 230	3/3

CS 200B, Core Humanities	3/3	
ECON 240, 241	3/3	
<i>Total</i>		<i>15/15</i>

THIRD YEAR

Foreign Language (300 level)	3/3	
Math 140, Foreign Language . .	4/3	
FL 301I, FIN 330 . . .	3/3	
Core Science, MGMT 304 . .	3/3	
Core Fine Arts, MKGT 304 . . .	3/3	
<i>Total</i>		<i>16/15</i>

FOURTH YEAR

Foreign language	3/3	
Foreign language	3/3	
MGMT 345, MKTG 435/336	3/3	
ECON 302I, Core Science	3/3	
ECON 329, FL 495 ¹	3/3	
<i>Total</i>		<i>15/15</i>

¹ Students usually go on their internship (FL 495) in the summer before or after their senior year, though the major part of the paperwork for FL 495 needs to be done in the semester before the internship.

INTERNATIONAL STUDIES

B.A. in Languages, Cultures, and International Studies:

Specializations in:

- African and Middle Eastern Studies*
- Asian and South Pacific Studies*
- European Studies*
- Latin American and Caribbean Studies*

International Studies is a multidisciplinary program designed to provide students with a knowledge of comparative global and international issues and an understanding of other cultures, as well as a deeper acquaintance with a particular region. Students will develop intercultural skills, acquire meaningful proficiency in a foreign language, and prepare for citizenship, both local and global, and for careers that benefit from an international perspective.

The multidisciplinary program features three components:

1) a study of global and international comparative issues, 2) a regional specialization in one of four broad geographic areas, and 3) foreign language competency. The choices in the regional specialization are interdisciplinary but structured to provide depth in a particular area to balance the broad overview emphasized in the global comparative issues courses. The regional specialization must be chosen from one of the following four geographic areas: Africa and the Middle East; Asia and the South Pacific; Europe; Latin America and the Caribbean.

Because of the program's multidisciplinary nature, courses must be selected in close consultation with the International Studies Advisor. Course descriptions are available under the appropriate department under which the individual courses are listed. Since the program emphasizes a closer familiarity with a specific region, it is strongly recommended that International Studies students take part in an overseas study program in the corresponding region, which can be arranged through the Study Abroad Programs office. Students may substitute study abroad for two appropriate courses in category III (regional specializations). International study opportunities are administered by the SIUC Study Abroad Programs office (www.ips.siu.edu/SA/index.html).

Admission to the program is open to incoming and current students. Majors must maintain a minimum 2.5 grade point average overall throughout the program. No course can be counted toward the specialization with a grade lower than C.

University Core Curriculum Requirements 38

These 38 hours include the department-specific UCOL 101X (Foundations of Inquiry: Foreign Languages). Students who have taken another version of UCOL 101 or are transfer students exempt from the UCOL 101 requirement must take FL 111 (one credit hour) instead. Modern language students receive three credit hours of Core humanities credit for a third semester or higher in their language; as those hours are listed below they are not repeated here. See Chapter 3 for details on Core Curriculum requirements.

The following choices are *recommended* but not required for International Studies.

In *Humanities*: In addition to three hours of foreign language (201a or higher), three additional hours in humanities are required. Recommended are: HIST 1010A, 1010B, PHIL 103A, 103B.

In *Social Science* (six hours are required): Recommended are: ANTH 104, ECON 113, GEOG 103, 300I, HIST 112, JRNL 306I, POLS 372I.

In *Integrative Studies* (three hours required): Recommended are: FL 301I, POLS 352I, SOC 304I, SPCM 301I, WGSS 320I.

College of Liberal Arts requirements 0

International Studies students meet both the College of Liberal Arts language requirement and the International Coursework requirement in the course of their study; these hours are listed elsewhere so are not listed here. See Chapter 4 for details on College of Liberal Arts requirements.

International Studies Requirements 53 (54)

All courses taken toward the specialization should be approved in consultation with the International Studies Advisor, who may also approve equivalent courses not on this list.

(FL 111 1)

Required only for students who do not take UCOL 101X, Foundations of Inquiry: Foreign Languages.

[Note: Sections I – IV under the program requirements are UNCHANGED, but are reprinted here for your convenience]

I. Global and International Studies: Introductory

Seminar - FL105 1

II. Global and International Comparative Issues

(5 courses) 15

Chosen from the following: AFR 472; ANTH 202, 240D or B, 370, 426; CP 461, 462; CCJ 340; ECON 302I, 322, 329, 429; FIN 464; FL 301I; GEOG 300I, 304, 310I, 435, 439; HED 485; HIST 207A/B; JRNL 306I, 401; LING 320I, 341, 426; PHIL 441; POLS 207, 270, 278, 352I, 372I, 373, 375, 403, 456, 476, 480; PSYC 470; SOC 304I, 307, 371, 437, 438, 476; SPCM 301I, 341, 440, 441, 448; WGSS 320I, 426, 446, or approved equivalents.

III. Regional Focus (5 courses) 15

Chosen from one of the following regions:

A. Africa and the Middle East: AFR 225, 271, 310A, 314A/B, 320, 375, 410H, 465; ANTH 310A/F, 410H; FR 200, 476; HIST 383, 384, 385, 387A/B, 472, 486,

488, 489; PHIL 476; POLS 467; WGSS 200, 489.2
B. Asia and the South Pacific: CHIN 370, 410, 435,
470; EA 300, 370; HIST 380a/b, 381, 471, 479, 480 a/b;
JPN 370, 410, 435; LING 411, 412; PHIL 308i, 475, 477,
478, 479; POLS 461.2

C. Europe: ANTH 310D; ENGL 448, 453, 455, 464, 465;
FR 200, 311, 312, 370, 435, 455, 460, 470; GER 337, 370,
381, 435, 460, 481; HIST 312, 320, 324, 326, 328, 334,
336, 337, 338, 340, 406B, 425A/B, 426, 427, 444; LING 411;
PHIL 482; POLS 358, 459; SPAN 310A, 335, 370A,
411, 435, 460; WGSS 200, 348, 406B.2

D. Latin America and the Caribbean: ANTH 204, 206,
302, 310C/E/I/J, 430B/F; ECON 419; ENGL 446; FR 476;
GEOG 303I; HIST 370, 371, 470, 477; LING 414; PHIL 360;
POLS 316, 466; SPAN 310B, 335, 370B, 434, 435.2

IV. Senior project, paper, or presentation - FL 492.....1

V. Language proficiency 21 hours

Students must demonstrate proficiency in foreign language by taking 320b and one additional upper level language course (any course in the target language requiring 201b or higher as a prerequisite). Students without any prior experience in the language will need 21 hours of coursework. Students with prior experience in the language should begin at the appropriate higher level, and will thus require fewer hours in language study. They will also receive up to 6 hours of validating credit by successfully completing an intermediate or advanced course with a grade of A or B. See above for further information on placement and validating credit.

Electives 29 (28)

Total 120

International Studies Specialization

Suggested Curricular Guide

FIRST YEAR

ENGL 101, 102	3/3
Core Social Science	3/3
Core Humanities	-/3
Foreign Language	3/3
SPCM 101, Health	3/2
UCOL 101, FL 105	3/1
<i>Total</i>	<i>15/15</i>

SECOND YEAR

Core Science	3/3
Core Fine arts, Math	3/3
Foreign Language	3/3
Global Comparative Issues	3/3
Electives	3/3
<i>Total</i>	<i>15/15</i>

THIRD YEAR

Regional focus	6/3
Global Comparative Issues	3/3
Foreign Language	3/3
Electives	3/6
<i>Total</i>	<i>15/15</i>

FOURTH YEAR

Regional focus	3/3
Foreign Language, elective	3/3
Global Comparative Issues	-/3
Multicultural, Elective	3/3
Electives	6/2
FL 491	-/1
<i>Total</i>	<i>15/15</i>

Minor in International Studies

Global and International Studies: Introductory Seminar (FL 105)1

Global and International Comparative Issues (3 courses)..... 9

Regional Focus (3 courses) 9

See the lists above for courses in Global and International Comparative Issues and Regional Focus. Course selections must be approved by the International Studies Advisor.

World Language Proficiency: Students must demonstrate proficiency at the fourth-semester level (201B or higher), which can be met by validating credit (see above for details) or by earning a minimum *C* grade in 201B.

Study Abroad (optional): Students are strongly encouraged to participate in a study-abroad program for at least one semester. 3 hours of study-abroad credits from the appropriate region may substitute for one course from the Regional Focus category.

Approval Form for Curricular Changes

Southern Illinois University Carbondale

<p>1. Department faculty of the unit originating the request</p> <p>Outcome of Formal Vote: Votes For <u>11</u> Against <u>6</u> <u>07 Nov 2012</u></p> <p style="text-align: center;">Date</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>David M. Johnson</p> <p>Responsible Official (Print)</p>	<p>David Marvin Johnson</p> <p>Signature</p>
<p>2. Appropriate body/official representing the department/unit where the request originated</p> <p>Outcome of Formal Vote (if required by Dept/Unit): Votes For _____ Against _____ _____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Responsible Official (Print)</p>	<p>_____</p> <p>Signature</p>
<p>3. College Curriculum Committee or other college-wide faculty bodies where appropriate</p> <p>Outcome of Formal Vote (if required by Dept/Unit): Votes For _____ Against _____ _____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Responsible Official (Print)</p>	<p>_____</p> <p>Signature</p>
<p>4. Dean of the unit originating the request (Including verification of external agency requirements):</p> <p style="text-align: center;"><u>11-16-12</u></p> <p style="text-align: center;">Date</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p><i>Kimberly Kempf-Leonard</i></p> <p>Dean (Print)</p>	<p><i>Kimberly Leonard</i></p> <p>Signature</p>
<p>5. Associate Provost for Academic Programs</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Associate Provost (Print)</p>	<p>_____</p> <p>Signature</p>
<p>6. Faculty Senate (undergraduate programs)</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Faculty Senate (Print)</p>	<p>_____</p> <p>Signature</p>
<p>7. Graduate Council (graduate programs)</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Graduate Council (Print)</p>	<p>_____</p> <p>Signature</p>
<p>8. Provost and Vice Chancellor</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Provost and VC (Print)</p>	<p>_____</p> <p>Signature</p>
<p>9. Chancellor</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Chancellor (Print)</p>	<p>_____</p> <p>Signature</p>
<p>10. President</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>President Print)</p>	<p>_____</p> <p>Signature</p>
<p>11. Illinois Board of Higher Education (if necessary)</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>IBHE (Print)</p>	<p>_____</p> <p>Signature</p>
<p>12. Higher Learning Commission (if necessary)</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No Approval	<p>_____</p> <p>Higher Learning Comm (Print)</p>	<p>_____</p> <p>Signature</p>

Digitally signed by David Marvin Johnson
DN: cn=D.M. Johnson, o=SIUC, ou=Office of the Provost, email=D.M. Johnson@siu.edu, serialNumber=70750084, c=US
Date: 2012.11.08 11:25:44 -0500