Graduate Program Prioritization

The Master of Arts Degree in Romance Languages of
The World Languages and Literatures Department

1. History, Development and Expectations of the Program

   a. Provide, to the best of your ability, a brief description of the program’s history including the evolution of the program over the years. Describe specific changes that have been made to the program curriculum, changes to student demographics and the impact of these changes on the program, and efforts to recruit students to the program. If this is a new program, describe efforts to build the program and the progress of these efforts to date. (550 words)

A) The Master of Arts Degree in Romance Languages of the World Languages and Literatures Department, as we know it today, was approved by the DHE in the spring semester of 2010. We are presently on the 4th year of its enactment.

Before the Department’s MA was suspended in the spring of 2006 there were four Master’s programs: a Master of Arts in French, MA in Italian, MA in Spanish, and a Master of Science in Foreign Languages. The Master of Science included the option of earning a Teaching Certification. These options were carried on out of tradition for decades. The broad spectrum of each language having its own MA led to few admits and graduates per year thus not meeting the viability criteria established by the Graduate Council of three graduates, per year, per language. These programs lacked a planned course rotation, did not offer core or elective courses, were not interdisciplinary, and were mostly literature-centered. There was no introduction to the program or core courses. The MA could culminate with either a comprehensive exam or a thesis, but the M.S., in addition to a comprehensive exam and a thesis, could also have a special project as capstone. On the basis that we always have run up against the possibility of having courses cancelled, hence delaying the graduation rate, our old programs allowed graduate students to take up to two 400-level courses.

The new MA in Romance Languages began accepting students for the fall 2010 semester and received final approval by the Connecticut Department of Higher Education in the spring of 2010.

The program design included 37 credits, 13 of which were core courses taught in English for all language concentrations; 18 credits were used as electives in a language-specific concentration; and 6 credits were designated for capstone experiences, including the Comprehensive Examination Option, Thesis Option, or Special Project Option.
This new program became solid structurally as it created common courses for all graduate students and provided opportunities for specialization in literary, cultural, and film studies in each of the languages.

For two years we observed our students and surveyed them. What we discovered is that our 37 credit hour program was not sufficiently competitive with neighboring colleges that offer standard 30 credit Master’s programs.

Therefore, we reduced the total credits from 37 to 31 for four main reasons: A) to observe the national standards: CCSU, our biggest competitor within the CSU System, offers a similar degree --Master of Arts: Modern Languages-- as a 30 credit program. B) to become more competitive and emerge as a program of choice in the state and region; C) to increase our graduation rate; and D) to increase recruitment.

The student impact is most significant in two areas: A) reducing the time spent in pursuing the degree by nearly a year and B) reducing the cost to the student. The two courses that were removed as core courses are: WLL 502 and WLL 597. Both of these courses were moved from core courses to electives.

In the spring of 2014 we eliminated credit for the comprehensive exam. Now instead of taking 3-credit courses in Comprehensive Exam, students who are interested in the comp. exam option enroll in the Research Colloquium sequence.

b. Is there anything else you would like us to know? (Issues you might choose to discuss could include visibility of the program, relationships the program has external to the university, changes in the economic support for the program, staffing, etc.) (150 words)

It is worth mentioning that in the State of Connecticut the MA in Romance Languages is the only program at the Master’s level that encompasses all 3 of the Romance languages, allows students to specialize in any combination of two languages of the three available, and provides an option of enrolling in the Foreign Language certification program at the same time.

2. **External Demand for the Program**

   a. Using the data provided, review and explain the relationship between the program and external factors that impact the:
      i. number of applicants and percentage of applicants accepted
      ii. 5-year enrollment trends (450 words)

      | Academic Year | Program | Applications | Accepted | Acceptance % |
      |---------------|---------|--------------|----------|--------------|
      | 2008-2009     | MA-ROM | 9            | 0        | 0%           |
2009-2010 MA-ROM 3 0 0%

2.i. The graph above shows that although the program was suspended, there were applicants who wanted to enroll. Once the new MA in Romance Languages received approval and began accepting students for the fall 2010 semester the graph below shows an increasing interest in our MA program.

2010-2011 MA-ROM 6 5 83%
2011-2012 MA-ROM 10 10 100%
2012-2013 MA-ROM 12 11 92%

Among the external factors that impact positively the number of applicants is the critical need in the State of Connecticut for teachers of Foreign Languages. According to State of CT DOE List for Teacher Shortage Areas in 2013-14 World Languages in Grades 7-12 is once again a shortage area.\(^1\) The number of applicants, on the basis of the need above mentioned, may continue to increase. Our acceptance rate combined for the last 3 years is 91.6%.

2.ii. This MA is presently in its 4\(^{th}\) year. The target enrolment for its 5 first years has been as follows: 1\(^{st}\) year - 5 students; 2\(^{nd}\) year – 8 students, 3\(^{rd}\) year - 12 students. We set our goals to enroll 25 students starting in the 5\(^{th}\) year of the program. We have surpassed our expectations greatly, as the graph below shows. The number of students we expected to enroll for the third year was 12, but we have registered 18, out of whom 15 are part-time and 3 full-time.

\[\text{Enrollments - MA-ROM Fall '08 Spr '09 Fall '09 Spr '10 Fall '10 Spr '11 Fall '11 Spr '12 Fall '12 Spr '13 Fall Avg Spring Avg}\
\begin{array}{|c|c|c|c|c|c|c|c|c|c|}
\hline
& Female & 4 & 5 & 3 & 4 & 2 & 7 & 10 & 13 & 15 & 14 & 7 & 9 \\
\hline
& Male & 1 & 1 & 1 & 2 & 1 & 3 & 2 & 2 & 4 & 4 & 2 & 2 \\
\hline
& Total & 5 & 6 & 4 & 6 & 3 & 10 & 12 & 15 & 19 & 18 & 9 & 11 \\
\hline
\text{Full-Time} & & 1 & 1 & 1 & 2 & 1 & 2 & 3 & 4 & 3 & 2 & 2 \\
\hline
\text{Part-Time} & & 4 & 5 & 3 & 5 & 1 & 9 & 10 & 12 & 15 & 15 & 7 & 9 \\
\hline
\end{array}\]

Despite the downward trend in graduate students enrollments nation-wide, we are pleased to report that the MA in Romance Languages has consistently increased the number of matriculated students over the three years of its existence. The graph above compared to our ambition for the third year we were planning, would appear to show that the revised program that began in 2010 has been enthusiastically embraced by students seeking to improve their language skills and knowledge.

c. Which employers, institutions and/or communities benefit from this program? Describe how the program meets the needs of the state (e.g., economic, cultural, civic, etc.) (150 words)

Public schools of the state of Connecticut, in particular New Haven and Fairfield counties, albeit not solely, benefit from the MA. We educate mostly elementary,

junior high and high school teachers who want an MA in Romance Languages to maintain or expand their teaching certification. Those who are not currently teaching may seek initial certification or cross-endorsement. In addition to serving teachers, this program prepares students for Ph.D. studies, and allows them to find work in related fields as translators and interpreters, librarians, the private industry, and the Foreign Service.

Economically, our program does not add additional cost to the state budget. Within the CSU system, we are the only school with an MA in Romance Languages.

At the international level and in line with the University’s course towards campus globalization, our students have access to summer and exchange programs in France, Italy, and Spain.

d. Is there anything else you would like us to know? (Issues you might choose to discuss could include competition from local, regional, and other institutions.) (100 words)

Our MA is unique in the state and the region for several reasons: our tuition can be considered a bargain. Our closest competitors are CCSU and UConn. But neither one of the two offers what we do: CCSU offers the MA in either Italian or Spanish, but not in French. UConn offers an MA in French, Italian, and Spanish, but not any combination of the three languages as we do. Ours is also unique with its core courses where students in all three languages interact, and it allows combining the MA with teaching certification.

3. Internal Demand for the Program

a. Using the data provided, please describe how courses in your program serve students in other programs. What percentage of students in your courses come from other programs? Please provide enrollment data for graduate courses offered by your department that are required for other graduate programs. (Some of your discussion in this section may be repetitive, but is important in understanding the internal demand for the program.) (100 words)

Our two core courses: WLL 581 and WLL 582 count for any of the 3 concentrations. With permission by the professor, graduating seniors in French, Italian, or Spanish can take some of the MA courses offered in any semester. Some of the courses in French and Italian are cross-listed with undergraduate programs in such languages. Any of the courses count for a combined MA in two languages. Our certification candidates can take graduate courses “Introduction to Linguistics” and “Second Language Acquisition” in order to meet the requirements of both – the MA in Romance languages and FL Certification requirements.
b. How is enrollment for your graduate program influenced by enrollment in your undergraduate program? Is there potential for a formal pathway between the two programs? (100 words)

The majority of our graduate students are returning students, i.e., students who decided to pursue an MA after years of being in the work force. But we have a small percentage of students who moved from our undergraduate language programs to our MA. The potential for a formal pathway between the two programs is there. While the School of Graduate Studies awards TA ships worth $16,000 per year to full-time students, the majority of our students are part-time; only 3 out of 18 are full-time. If we allocate such help for part-time students, we may increase the numbers enrollment.

c. How reliant are you on non-program students taking your courses? (100 words)

We are reliant on non-program students (who are mainly undergraduate students) in the French and Italian concentrations, therefore we cross-list some of the courses not to have them cancelled. We also allow teachers who seek cross-endorsement into French, Italian, or Spanish to take our MA courses without matriculation into the MA program.

d. Does the program produce services needed by other parts of the campus (e.g. clinics, testing services)? (100 words)

We provide the following services outside of the Department: hosting the annual Medieval Studies Conference, organizing the annual CT-Chapter of the American Association of Teachers of Spanish and Portuguese Conference (AATSP), and representing SCSU at the annual conference of the Connecticut Council of Language Teachers (COLT). Graduate students provide tutoring services to undergraduate students in Spanish, Italian, and French.

e. Is there anything else you would like us to know? (100 words)

There is significant potential that our literature courses can be used by the English Department for students who are interested in comparative or world literature specialization. We are currently considering developing courses that are taught partially in English so that students from other languages and departments can engage in cultural studies.

4. **Quality of Program Inputs and Processes**

a. Please provide a narrative of how the qualifications and assignments of your full- and part-time faculty align with and support the program. Please include a discussion of the challenges and successes the department faces in providing qualified faculty to meet the
needs of the program. In those programs where it is appropriate, please discuss the integration of adjuncts into the program’s curriculum. (450 words)

Our MA in Romance Languages program benefits from talents and expertise of all sixteen faculty members who regularly contribute courses, advise our graduate students and support their capstone projects. Some more than others, but all publish; several are authors enjoying national and international recognition in their fields. The faculty rank ranges from Assistant to Full Professors. All professors teach specialized courses in the MA program in accordance with their fields and language concentration. And faculty members alternate to teach core courses. We have 2 professors of French (one after this semester as Dr. Olson will be retiring and we have not yet been granted a position in French to replace her), 3 professors of Italian, and 8 professors of Spanish. We need to maintain at least 2 professors in French to meet the viability criteria in the French portion of the program as articulated by the Graduate Council. Other than that, all courses featured in the curriculum can be staffed with the faculty we have.

We also have the library resources to conduct appropriate graduate work. The Romance Languages collection at the Hilton C. Buley Library has a substantial number of books and resources that support our program in French, Italian, and Spanish. The most significant portion of the literature that supports the programs in Foreign Languages falls into the major Library of Congress. The total books—All collections is 12,606; Hard-copy Foreign Language Periodicals 57; Electronic journals 799; plus Subject-Specific Databases, Subject Related Databases, and Multidisciplinary Databases.

The challenges are mostly with class enrollments and graduation rates. Of our three language concentrations, only Spanish may graduate students within a two-year period. For French and Italian the students can complete the MA within 3 years. Some students may take 3 or 4 years to complete the program and in the worst case scenario the 16 semesters allowed by the SCSU Graduate School. To solve that, we ask that the administration allows courses to run with 8 students.

b. Briefly describe the merits and logic of your curriculum. (250 words)

The Program is built on three premises:

• The teaching of language and culture requires mastery of literary works, from different periods and genres, as well as other forms of cultural production.

• Scholarly research and writing, as is required in graduate courses, is essential for exploring and understanding such production. This kind of activity culminates in a capstone experience (i.e., thesis, comprehensive exams, or special project).

• Use of the target language in classroom discussion and the research and writing of examinations and papers, assures fluent, correct and idiomatic mastery of the language.
To reflect these principles, we built the core curriculum that requires that all our graduate students take Introduction to Graduate study followed by Culture of Expression – a course that creates a common foundation for historical and cultural study of the three Romance languages involved.

The State of Connecticut public schools regularly employs a total of 1826 teachers of Foreign Languages. Among those, there were 1273 Spanish teachers, 333 French teachers and 76 teachers of Italian.

Not having the MA we offer will ill serve Connecticut residents who wish to attend such a program without leaving the state. According to the 2012 WL Status Report from State of CT DOE: 93% of CT School districts offer FL, with 100% of those offering Spanish and 86% of the school districts offering Spanish & French.²

c. How dynamic is your program? Please identify and describe what procedures are in place to provide continued, regular evaluation and review (include formal and informal activities). Describe the impact of the review on the program and curriculum (e.g., FAAR data may be used as evidence, as well as other documentation of changes to the curriculum). (300 words)

The MA in Romance Languages is dynamic. In just three years of its existence it has undergone several changes to accommodate students and make it more competitive as described above. The main mechanism for making changes is the Graduate committee, which consists of the Program Coordinator, the Department Chair, the graduate coordinators of each concentration and the coordinator of the FL Certification program. In 2011-2012, the committee fine-tuned the acceptance rules, course sequences and worked on detailed catalogue descriptions. From 2010-2013, the department hosted an Annual Open Class Event, in which a core graduate class WLL 582: Culture of Expression was opened to include prospective students; it has been an excellent opportunity to give them a chance to sit in on a graduate seminar, meet current students and faculty, and hear about course offerings. During the course of the academic year 2013-2014 it accomplished two changes: the reduction from 37 to 31 credits for the completion of the MA, and the change in Comprehensive Exam. In addition, 1 new course in French and 1 in Spanish were approved. The committee is presently reviewing its reading lists and supervising comprehensive examinations, special projects, and theses.

The program is in its 4th year. Formal program assessment has not taken place yet within the framework of Graduate Council. However, the program is consistently assessing at course level; student surveys are all used to understand how and whether the program meets the students’ needs and established learning objectives.

The SCSU Graduate Council conducts an assessment of the entire World Languages and Literatures graduate program every five years. The next review for the WLL MA in Romance Languages is expected in the fall of 2016.

d. Is there anything else you would like us to know? (Issues you might discuss could include the quality of your incoming students, or a comparison of your curriculum, courses, assessments, experiences to similar programs. How does your program better serve students than similar programs offered elsewhere?) (200 words)

Our students have to have 3.0 GPA. According to ACTFL standards they must be at Advanced language proficiency, demonstrate knowledge of English through TOEFL or a degree from a US university and provide a writing sample. All our students meet these admissions requirements.

Most of our students are hard-working, can follow instructions, and do what they are asked to do. They are a reflection of the faculty. In general, however, they are not the research type hoping to pursue a Ph.D., even though some do have that quality. Our core courses prepare students to ask important research questions and teach students how to write an academic paper. Our curriculum is different than other schools for we have designed our four categories with open-ended course titles encompassing literature, culture, film, gender issues, linguistics, where the demarcation between historical periods is blurred and its importance is a backdrop and not in the forefront as is for older and traditional programs. The exception are those course titles which call for classic authors in each of the 3 language concentrations; i.e., Rabelais and Molière; Dante; Cervantes and Garcíá Márquez. The way we serve our students is truly what they call one-on-one.

5. Quality of Program Outcomes

a. How does your program use assessment data to ensure quality of student outcomes? Describe the quality of your program outcomes. (e.g., G.P.A., Student Opinion Surveys, course evaluations, alumni surveys, professional assessment/evaluation, other assessments, participation in groups or organizations that focus on pedagogy or andragogy. Insert a table listing your program outcomes. Note that the table does not count in the word limit). (900 words)

<table>
<thead>
<tr>
<th>MA-ROM</th>
<th>Fall '08</th>
<th>Spr '09</th>
<th>Fall '09</th>
<th>Spr '10</th>
<th>Fall '10</th>
<th>Spr '11</th>
<th>Fall '11</th>
<th>Spr '12</th>
<th>Fall '12</th>
<th>Spr '13</th>
<th>Fall Avg</th>
<th>Spring Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>18</td>
<td>9</td>
<td>11</td>
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<tr>
<td>Overall GPA</td>
<td>3.94</td>
<td>3.94</td>
<td>4</td>
<td>3.88</td>
<td>3.6</td>
<td>3.82</td>
<td>3.75</td>
<td>3.84</td>
<td>3.74</td>
<td>3.27</td>
<td>3.81</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Objectives and Outcomes: The broad curricular objective of our MA in Romance Languages is to provide students with knowledge of the historical, political, and social contexts that shape the language, culture and literature of the Franco-, Italo- and Hispanic traditions. Moreover, students will gain the skills and experience to engage critically with the world around them and become versatile critical thinkers who will be well prepared for the post-graduate job market. Those MA students with Teaching Certification
participate in the CT Council of Language Teachers and are encouraged to become members of ACTFL.

More specifically as a result of the completion of the MA Program the students will be able to:

- Discuss historical, political and social contexts that shape language, literature and culture;
- Conduct research using a variety of scholarly resources;
- Apply critical analysis and a variety of theories to the study of literature, language and culture;
- Write critical analyses of literary works and cultural artifacts from a range of period, currents and genres;
- Advance their written and oral communicative abilities in the language of study;
- Analyze their target language from a linguistic perspective, including its structure, its comparative historical/cultural development, as well as how this foreign language is acquired;
- Engage in informed discussions about linguistic, historical and cultural varieties of their target language;
- Articulate the significance of literary and cultural artifacts within their historical and cultural context;
- Create original work in the target language.

Keeping an overall GPA over 3.5 our students evaluate the courses and professors on a regular end of the semester basis. In the chart below, we are commenting on the last 3 years --since the start of the new MA program. The table is self-explanatory of how the students view the methodology used in class, the reading assignments, and the content and value of the exams. 92.6% agreed that the courses taught helped them meet the learning goals and 94.6% conveyed that the professors encouraged them to take responsibility (critical thinking) for their own learning. While 90% decided that the courses helped them appreciate the subjects taught, 88.6% established that the professors provided regular feedback on their courses performance and 92% attested that the instructors demonstrated high standards for student achievement. Overall students have a positive reception of the program.

Other than the graph below, however, we also assess our students with other parameters as is the case for the core course WLL 582, Culture of Expression, where the students put together a portfolio in each of the 3-language concentrations. Working directly with units of instruction, we are devising lesson plans to implement pre- and post-tests as an assessment tool.

Since the program is still developing, we need to figure out how to create more surveys to look at structure. With the graduate committee as the governing body that brings forth the deficiencies in the program and discusses them with the faculty at large, we envision making a program more in tune to create the optimal curriculum for our students. **Core courses essential to timely graduation are critical to maintain as scheduled. When core courses are canceled, this undermines the goals of the program, particularly our graduation rates and the continuity of the course rotation.**
The current SCSU Strategic Plan (2007-2012) holds that the Overarching Goals and Strategic Initiatives include preparing students, “for life and work in a global society” and asserts its “…support [for] curricular and extracurricular programs that enrich inquiry into global issues and broaden cross-cultural perspectives.”

The goals of the MA Program in Romance Languages are consistent with the priorities of SCSU as articulated in its Strategic Plan above quoted. Our specific learning outcomes of the MA in Romance Languages, paired with our course offerings, are as follows:

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge of historical, political and social contexts that shape language, culture, and literature</td>
<td>FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 541, 548, 559, 506, 513, 544 -- ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
</tr>
<tr>
<td>Students will conduct research using all</td>
<td>WLL581, 582, --FRE 505, 507, 512, 517,</td>
</tr>
<tr>
<td>available scholarly resources</td>
<td>522, 527, 531, 534, 541, 548, 559, 506, 513, 544 -- ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
</tr>
<tr>
<td>Students will create original work in the target language</td>
<td>WLL582 -- FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544 -- ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
</tr>
<tr>
<td>Students will apply critical analysis and a variety of theories to the study of literature, language and culture</td>
<td>WLL581, 582, FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544, ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
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<tr>
<td>Students will write critical analyses of literary works and cultural artifacts from a range of periods, currents and genres</td>
<td>WLL581, 582, FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544, ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
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<tr>
<td>Students will engage in informed discussions about literary works and cultural artifacts from a range of periods, currents and genres</td>
<td>FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544, ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
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<tr>
<td>Students will advance their written and oral communicative abilities in the language of study</td>
<td>FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544, ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
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<tr>
<td>Students will analyze their target language from a linguistic perspective including its structure, its comparative historical/cultural development, as well as how this foreign language is acquired</td>
<td>WLL 597, WLL 580, WLL 502</td>
</tr>
<tr>
<td>Students will engage in informed discussions about linguistic, historical and cultural varieties of their target language</td>
<td>FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544, ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
</tr>
<tr>
<td>Students will articulate the significance of literary and cultural artifacts within their historical and cultural context</td>
<td>WLL581, 582, FRE 505, 507, 512, 517, 522, 527, 531, 534, 541, 548, 559, 506, 513, 544, ITA 523, 524, 525, 526, 528, 529 -- SPA 516, 521, 525, 528, 531, 533, 560, 561, 562, 563, 564, 565, 566, 567</td>
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The core of the MA program includes intensive literary, linguistic and cultural study, as well as practice in literary and cultural analysis and theory. Such study furthers a
“cultural development” that—coupled with proficiency in one or more languages—will prepare graduates for a host of post-graduate employment, including jobs as teachers, scholars, editors, writers and translators. This larger curriculum will help create thinkers who are successful interlocutors in our multilingual, multicultural society, and who will be assets to our neighborhoods, towns, cities and state.

In addition, we believe that our MA program serves the type of outstanding graduate students who sometimes leave Connecticut to study in MA and doctoral programs elsewhere. We also hope to attract students from the great number of colleges and universities in Connecticut that offer undergraduate classes, concentrations, and Master’s degrees in the romance languages. Often these students wish to pursue an MA without leaving the state, or they wish to attend an institution to which they may pay the lower state resident tuition.

As stated earlier, we attract a significant number of regional students, since there is only one Connecticut university that offers the terminal MA in the individual languages (the University of Connecticut) and one that offers an MA in Modern Languages (Central Connecticut State University), and no existing program to offer an MA in Romance Languages with Teacher Certification or 2-languages combined. Our location in New Haven is a further advantage because of its accessibility to Boston and New York, its relatively low cost of living and its many cultural amenities related to the study of literature and culture.

b. Is there anything else you would like us to know? (Issues you may choose to discuss could include preparing your students for employment or further scholarly pursuits. Where possible provide data driven examples, e.g., number of students who pass the licensing exam). (300 words)

The majority of our MA in Romance Languages graduates are already teaching full-time or hope to earn a full-time position in our regional districts from elementary through middle and high schools. Most of them are language educators, very few have intentions to continue to a Ph.D., but they know they are prepared for that option as well. In the past we sent our students to Ph.D programs in British Columbia, Chapel Hill and UCLA. Our MA is interdisciplinary and the teaching certification option makes the possibility of teaching more feasible than other opportunities. Our MA helps them become well-rounded professionals in education, and also allows them to aspire to other jobs, as with any degree in languages. But they may be able to find jobs such as a major sales consultant for a large multinational, advising on operations in France, Spain, Italy, Mexico, Chile, Brazil and Portugal to name a few countries; our students can also become auxiliary researchers to linguistic anthropologists and sociologists. They can teach, but they can also translate, travel and if young and adventurous, perhaps do anything they want other than the safety net of teaching jobs.
We have not collected data from our graduates except from the different capstones. The program is still new. We are graduating our first four students in this MA in May of this year: two in Italian and two in Spanish.

Our MA students often select to get certification. According to the Certification programs provided by the State of CT Dept of Education. The numbers for SCSU in FL Certification are as follows:

2010-2011 Spanish 10
2011-2012 Spanish 2
2012-2013 French 1, Spanish 4, Italian 1

The total for the last 3 years is 18 graduates.

6) **Size, scope and productivity of the program**
   a. How many credit hours does the program generate? (table generated by OMIR)

<table>
<thead>
<tr>
<th>Credits Generated - FRE</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
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<tr>
<td>Major Credits</td>
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<td>3</td>
<td>6</td>
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<table>
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<th>Credits Generated - ITA</th>
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<th>AY 09/10</th>
<th>AY 10/11</th>
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<td>Total Academic Credits</td>
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<tr>
<td>Major Credits</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits Generated - SPA</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic Credits</td>
<td>87</td>
<td>69</td>
<td>33</td>
<td>96</td>
<td>87</td>
</tr>
<tr>
<td>Major Credits</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

   | Total Students           | 29      | 23      | 11      | 32      | 29      |

   b. What degrees or certificates are awarded? (This is a simple list of degrees and will list only one degree or certificate unless you are one of the programs approved to report your data in combination)(in table form with item c)

   c. How many degrees or certificates have been awarded (five year data)?
d. Using the data provided, present and discuss the record of the graduate faculty in research/creative activity. (200 words)

In the last three years, since the start of the new MA in Romance Languages, the faculty has been extremely active in the area of research/creative activity through publications, presentations, and professional participation. The tables provided below show our faculty research/creative activity: 11 book reviews; 9 journal articles; 10 oral presentations; 32 papers read at symposia along with 30 times as attendees, and 19 other forms of participation at professional venues. The faculty has been bestowed 9 grants.

By any means of comparison, the graduate faculty of the MA in Romance Languages shines with a light of its own at both national and international venues. 1 new book and 3 book-chapters in three years, along with the information provided above is most impressive for full-time professors whose teaching load is as hefty as the one we carry at Southern.

**Publications**

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Book, Chapter in Scholarly Book</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Book, Chapter in Scholarly Book-New</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Book, Scholarly-New</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Journal Article, Academic Journal</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Journal Article, In-House Journal</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Journal Article, Professional Journal</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Translation or Transcription</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Professional Presentations**

<table>
<thead>
<tr>
<th>Presentation Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Paper</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Poster</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Reading of Creative Work/Performance</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
**Professional Conference Participation**

<table>
<thead>
<tr>
<th>Role</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendee</td>
<td>2</td>
<td>13</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

**Contracts, Grants and Sponsored Research**

<table>
<thead>
<tr>
<th>Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

e. What types of student or student/faculty research or creative activity have been developed and or produced (e.g., include theses, dissertations, special projects)? (100 words)

Among the 2-part special projects completed as capstone: 1) *The Code of Notre Dame*, and an Analysis of Victor Hugo’s *Notre Dame de Paris as a Parody* of “La gitanilla” by Miguel de Cervantes Saavedra; 2) "L'Arte e la poesia del rinascimento italiano,” a dynamic unit of instruction for secondary school students of Italian incorporating the 5Cs. The project culminated with the implementation, as well as pre- and post-tests as an assessment tool.

Among the theses: 1) "Complexity and Conflict in Gabriela Mistral’s Children’s Poems"; 2) "Ten Translations of Georges Brassens with Commentary".

f. In your narrative discuss how all these data impact or have impacted the size, scope or productivity of your program. (200 words)

The current program has been growing in the last three years since its approval. We find that some of our graduate students come to us to work with specific professors in their field of study. A wide range of specialties attract students who wish to study particular authors and periods in which our faculty specialize. The academic work combined with the research and symposia our faculty conducts has motivated students to opt for writing a thesis or working on a special project as capstone as opposed to the traditional comprehensive exams of the past. Some of our students have taken their own research to state and international conferences.

We are planning to reestablish “La Otra Voz” the graduate literary publication we once had.

g. Is there anything else you would like us to know (this might include a discussion of equipment purchased solely for the purposes of the graduate program). (100 words)

None.
7) **Revenue and other resources generated by the program**

a. What are the sources and how much revenue does the program generate through student enrollments?

<table>
<thead>
<tr>
<th>Display Orgn Code</th>
<th>Prioritization Pgm for Reports</th>
<th>Fiscal Year</th>
<th>Student Tuition and Fees</th>
<th>Other Revenue Sources</th>
<th>Grand Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>22080</td>
<td>MA-ROM</td>
<td>2010</td>
<td>32,232</td>
<td>7,158</td>
<td>39,390</td>
</tr>
<tr>
<td>22080</td>
<td>MA-ROM</td>
<td>2011</td>
<td>47,086</td>
<td>9,885</td>
<td>56,971</td>
</tr>
<tr>
<td>22080</td>
<td>MA-ROM</td>
<td>2012</td>
<td>86,324</td>
<td>19,353</td>
<td>105,677</td>
</tr>
</tbody>
</table>

b. What are the sources and how much additional revenue does the program generate through fees such as laboratory or special user fees? (50 words)

None

c. What are the sources and how much revenue does the program generate by services (e.g., external or to other programs)? (50 words)

None.

d. In the narrative on this section discuss how the revenues and other resources impact the size, scope and productivity of your program? (100 words)

Since the MA in Romance Languages started accepting students three years ago, it has steadily grown from 6 to 11 students. With continuous fine-tuning of the curriculum and the adjustment of credit hours required for program completion, we are certain that more students will be attracted to the program. We plan to have more students enrolled, hence generate more revenue. For the summer of 2014, we are offering 1 course and 4 for fall 2014. We also add revenue from our summer study abroad programs in Spain, Italy, and France.

e. Is there anything else you need us to know? (You may wish to discuss grant activity, gifts to the University, etc.) (100 words)

We have mentioned our faculty grants in faculty achievements.

However, last year we established an exchange program with the *Universidad Jaume I* in Spain. This program is open to our MA graduate students who can spend a semester or a year in Spain to teach language, literature and culture and hone their linguistic skills in the target language setting. We expect that at least one of our MA students will travel to Spain each year.
8) **Costs and other expenses**

a. What are the total costs of the program?

<table>
<thead>
<tr>
<th>Employee Compensation</th>
<th>Operating Expenses</th>
<th>Allocated Overhead and Indirect Costs</th>
<th>Grand Total Costs</th>
<th>Net Income / (Loss) Per BCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>(13,937)</td>
<td>(197)</td>
<td>(12,526)</td>
<td>(26,660)</td>
<td>177.43</td>
</tr>
<tr>
<td>(10,456)</td>
<td>(169)</td>
<td>(14,827)</td>
<td>(25,452)</td>
<td>312.01</td>
</tr>
<tr>
<td>(17,184)</td>
<td>(467)</td>
<td>(26,643)</td>
<td>(44,294)</td>
<td>344.74</td>
</tr>
</tbody>
</table>

b. What is the ratio of costs to revenues? (table)

<table>
<thead>
<tr>
<th>Ratio of Costs to Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.69 : 1.00</td>
</tr>
<tr>
<td>0.46 : 1.00</td>
</tr>
<tr>
<td>0.43 : 1.00</td>
</tr>
</tbody>
</table>

c. What investment in new resources does the program require? (200 words)

When it comes to human resources for the MA program, it would be paramount to hire one new faculty professor, tenure-track, at the assistant level in French, in light of the demands of maintaining and growing the MA program.

d. What demonstrable efficiencies exist in the way the program is operated (e.g., summer courses; cross-listed courses, etc.)? (100 words)

One of the efficiencies is the core courses, WLL 581 and WLL 582, for all 3 language concentrations. Cross-listing is also part of the efficiency of the program, allowing more than one program to benefit from the same course. The option of studying abroad during the summer is yet another part of the effectiveness of the program. We have made attempts to teach summer courses and we will again for the summer of 2014. For the fall semester 2014 we will offer 4 graduate courses: one in French, one in Italian, one in Spanish, and one core course: WLL 581.
9) **Impact, justification, and overall essentiality of the program**

a. How does this program connect to the University’s mission statement and/or the Graduate School’s mission statement? (100 words)

The MA in Romance Languages connects fully with the University Mission. Our faculty and our students are diverse and committed to academic excellence. Our faculty achievements denote it, and our students’ success after graduation attest to our motto of “Pursuing Excellence, Fostering Leadership, and Empowering Communities.” Methodologically, both in hiring and in teaching, we always have favored student-centered approaches, as our University’s Mission Statement declares.

In regards to the mission and the vision of the School of Graduate Studies, our students, and the faculty, in fact, are members of the changing global society our Graduate School proclaims.

b. How does this program respond to societal needs that the institution values? (e.g., producing a critical thinking, educated citizenry; improving the state’s workforce; meeting health care needs of the community, etc.)? (100 words)

The nature of our program has built in its outcomes producing critical thinkers inasmuch as they apply critical analysis to the study of literature, language and culture, which in turns counts for an educated citizenry. On those bases they create original work that meets the needs of the communities they live in, particularly through special projects as capstone; for example: "L'Arte e la poesia del rinascimento italiano," a dynamic unit of instruction for secondary school students of Italian incorporating the 5Cs. Our graduates are active participants in the schools where they work.

c. To what extent does this program help the institution differentiate itself from similar programs at peer institutions? (100 words)

Other than our program, Connecticut does not have an MA in Romance Languages whether public or private. Uconn and CCSU offer an MA in French, Italian and Spanish Literature and Culture and Yale grants MA degrees similarly, but only to students enrolled in a Ph.D program.

Other than its low cost, our MA is the only one in the state and region that offers the possibility of combining any two languages of the three concentrations we teach and allows student to pursue a teacher certification option simultaneously.

d. Is there anything else you would like us to know? (100 words)

None
10) **Opportunity analysis of the program**

a. Describe the external opportunities for strengthening your program. (300 words)

As the MA in Romance Languages with Teacher Certification matures, we will seek outside scholarships and grants, including Fulbright. While most Fulbright Scholars-in-Residence teach primarily on the undergraduate level in their areas of expertise, they also provide a cross-cultural or international perspective to promote curriculum and program development. As an accredited U.S. institution of higher learning, we are eligible to apply. Other options that we currently pursuing or wish to develop further in the future are:

- Collaborative programs engagements with other graduate programs, strengthen our relations with Yale University. The Yale Center for Language Study is an organization that can greatly aid our students and faculty by simply taking advantage of their upcoming events. We will strengthen our ties with the MA Program in Romance Languages at CCSU. Benefit from their annual conference, now on its 8th year, for Language Teachers where both our faculty and graduate students can participate.

- More exchange opportunities for our MA in Romance Languages students in France, Italy, and Spain, along with countries in Latin America. We already have two programs in Spain, and none in Latin America, this is somewhat of a weakness considering that our Spanish concentration is dominated by cultural and literary studies in Latin America.

- Student exchanges with universities that we have signed MOUs. We currently have one such program since 2012 with *Universidad Jaume I* in Castellón de la Plana, Spain. A similar program could be opened with universities in France or Italy; Mexico or Chile.

- Exchange programs with students from Spain who come to our campus and we send students from our campus to Spain.

- National Italian American Foundation (NIAF) scholarships available to graduate students in Italian

- Membership to Phi Sigma Iota – the FL society which offers scholarships for graduate students

b. Describe the internal opportunities for strengthening your program. (300 words)

The solidification of our MA in Romance Languages will benefit greatly through lectures by scholars within our campus who can talk on a myriad of subjects: the political systems of Latin America; the Spanish Civil War; art in Paris; the Italian Renaissance; methods of literary criticism; and the Russian writers of the 19th century just to mention a number of possibilities. Our campus has scholars in residence of national and international recognition that can greatly contribute to the growth of the MA program.

Another course of action for strengthening the program is through Faculty Development Grants and Curriculum Development Grants to modify the curriculum.
Students will be encouraged to apply for graduate assistantships and sponsor their application for assistantships. Traditionally, most of our students are part-time; *it would be helpful if they could be allowed to apply for teaching and research assistantships*. Presently, only 3 out of 18 enrolled are full-time students.

Six other options for strengthening the program are: 1) organizing film festivals for all three language concentrations; 2) reviving the graduate literary magazine we once had (its last publication was a cyber-magazine); 3) inviting colleagues from other departments to give lectures to our MA community on subjects that connect their department with ours; 4) organizing a lecture series with experts within our department with student assistance required; 5) expanding our classes to the campuses of our sister institutions through video-conferences; 6) offering virtual classes, via our virtual language classroom to begin in January 2015.