

# **Languages Unit (English, Foreign Language, and Speech Division)**

## **Chapter 1: Unit Description**

### **Mission Statement :**

The Languages Department at Lane Community College seeks to create a respectful learning-centered environment that fosters an awareness of and appreciation for

diverse cultures while encouraging a spirit of inquiry and discovery. Through offering a variety of courses in both language studies and second language acquisition

this department strives to:

- promote an understanding of the interconnected, interdependent relationship that exists between culture and language;
- develop students' proficiency in the skills of listening, speaking, reading, writing and culture;
- enhance learners' self-esteem by providing a challenging learning environment while setting attainable goals;
- provide interactive learning opportunities that involve both students and instructors as learners;
- facilitate a sense of joy in learning for all.

### **Spanish Program History:**

Lane's Spanish program began when Lane Community College first opened its doors in the early 1960's. For many years the program consisted of only one contracted faculty member. By the time a second faculty member was hired several years later, the field of Second Language Acquisition had grown immensely and there were many exciting and innovative approaches to teaching languages.

The two Lane faculty members were to become pioneers in the Spanish program's history because they were strongly motivated to improve the existing program by incorporating a repertoire of the new pedagogic elements into their classes. Having attended an intensive workshop in New York City on Caleb Gattegno's "Silent Way Approach" to teaching languages, Lane's Spanish faculty found a new direction for their teaching. In a now famously bold move, they threw out the textbook they were using in the middle of the term and they set out with a new and enhanced vision of language

instruction. That vision meant greater student involvement and responsibility in learning. Students were taught about the importance of autonomy, of trusting in their inner resources and the need to work in community with their peers to carry out language learning tasks. Their ultimate goal and hope was that a higher percentage of students would find some level of success in language learning. The commitment of those two faculty members to student success is now legendary to those who today still commit themselves to helping students succeed in their learning.

Now, many years after that textbook was cast aside, many changes and innovations have been authored by the faculty members who have continued the core vision of providing students what they need to be successful in their language acquisition. Faculty members are involved in ongoing program reviews and student input is always valued and serves as the raw material needed to author new and innovative changes that will help to serve Lane's diverse student body better. In Spring Term of 2002, the Spanish Program's faculty received the prestigious Innovation of the Year Award for their "Learning Strategies Project." This project continues to build momentum in its principal goal of helping students and instructors to recognize and develop strategies for deeper and more satisfying learning in and out of the classroom in the areas of speaking, listening, reading, writing and culture. Not only do students become more aware of and responsible for their learning, faculty too learn more about how students process information and thus become better at understanding their students and thus better equipped at helping students achieve their goals. Because of this known benefit, instructors now offer students drop-in tutoring so that both faculty and students can learn more about language learning as students gain higher levels of proficiency.

In addition to students' important contact with faculty, they also benefit through their daily work with native speakers in the classroom and once per week in Lane's unique "Charla" program where students work on language tasks in small groups with their peers and a native Spanish speaking tutor. Just as students and instructors mutually benefit from their experiences together, tutors and students mutually benefit from their time together. In "Charla" sessions, as students take their learning deeper, they also enjoy their contact with tutors from various Spanish speaking countries and are exposed to a variety of cultural social behaviors, language patterns, world-views and successes in communication with a native speaker. Tutors benefit too in numerous ways. They gain valuable professional experience, cultural proficiency and they learn about and develop language skills in teaching pedagogy as well as numerous workplace skills that can be used for future employment. Many of Lane's tutors have enjoyed their experiences in the Spanish program so much that they have decided to become Spanish language instructors themselves.

As Lane's Spanish program continues to grow, the core vision is still about how to serve students better. As student needs change, the program too will change. The most recent evidence of this is the exciting new additions in the curriculum that are a part of the "Puentes Al Futuro" learning community. In this learning community, native speakers of Spanish are offered a series of courses that strengthen and augment their skills in Spanish, and then bridges their evolving skills to English and the development of higher proficiency in that language.

Lane's Spanish Program history will continue to unfold and the faculty members eagerly await the challenges that they must meet. They too are ready to "throw out the

textbook” or anything else if doing so means serving their students’ needs in better and more comprehensive ways.

## **French Program History:**

The French department was established in 1965 along with Spanish and German (date uncertain). One professor taught a class or two. In 1969, Ginny Nelson was hired to teach French on a part-time basis. Initially she taught two classes. However, in 1978, after witnessing years of steady growth of the program, the administration decided to hire Ginny full-time. On the other hand, as an unfortunate result of budget restrictions, the German department was cut in the mid 80's.

The first part-time instructor was hired in 1982. There have been several part-timer instructors since, but relatively few have stayed for an extended period of time. Of note among those who have stayed are: Marie-Pierre Wolfe, Colette Richardson, Diana Acosta, Fay D'Ambrosia, Cara Shafer and Karin Almquist.

In 1982 we took action to give students an opportunity to converse more in French. We offered a French conversation class during the summer, but the attempt was not successful due to logistical issues. In its stead, we organized what we called the "French Immersion Weekend." This consists of students spending an entire weekend in "isolation" where they speak only French. Tutors and other instructors act as facilitators for the various activities. It has been held annually on campus, at Siltcoos Lake and at Belknap Springs. The only year that the immersion weekend was canceled was during the spring of 2003, due to budgetary concerns. This is the crown jewel of the French program because it is the culmination of 2 years of hard work on the part of the students. They gain confidence and self-esteem during this weekend.

Ginny Reich underwent extensive research and study on foreign language pedagogy. In the mid 80's she attended numerous conferences and studied several different methodologies. In an attempt to reach all types of learners in the most effective way, she developed an eclectic method of presenting the same material multiple times and in various ways over a period of several days. (Now, we complete one chapter in about 8 days.) Visual, auditory and even kinesthetic learners are targeted by using a variety of exercises and materials. She also implemented the fidel chart of phonetics in the classroom to give the students an idea of the rules of French pronunciation.

In the classroom we use round tables, transparencies, visuals and do some role-playing. Students work in pairs, groups and individually in a relaxed, convivial atmosphere. We also encourage students to meet outside of the class, not only for their required tutor sessions (8 visits per term) but also for their personal enrichment, for more conversation practice and reinforcement and for studying in groups. We inform students about study and work abroad opportunities in French-speaking countries.

## **American Indian Languages Program History:**

The American Indian Languages Program began as team meetings in winter 2001. It was spurred by the Native American Languages Act passed in October 1990 by the U.S. Congress to support, among other policies, native student and community achievement and success through the teaching, learning, and use of Native American languages in federally funded programs. Oregon's SB 690, 2000, legislates similar support for state funded education. Many Indian tribes, including the Klamath, Umatilla, Warm Springs, and Grand Ronde of Oregon, have developed language programs and teach ancestral languages to their youth.

At Lane Community College, the question was asked, "Can we make it possible for students to study ancestral native languages for credit as we do French and Spanish?" The answer has become, "Yes." Lane's Curriculum Approval Committee has approved curriculum for four American Indian Languages courses, and the state of Oregon has approved the plan and a prefix, AIL. Foundations of American Indian Languages, AIL 100, which teaches about the connection between native language and native culture, was approved in fall 2002 and is currently being offered. AIL 101, 102, and 103 were approved spring 2003, and AIL 101 will be offered spring 2004. These courses will actually teach native languages.

The languages we choose to teach are dictated by four criteria: 1) student interest, 2) availability of adequate curricula, 3) availability of fluent-speaking mentors, and 4) support and interest of a native tribe or group. We will hire one teacher to facilitate student learning, with the assistance of fluent-speaking mentors.

## **Organizational Structure - Languages Department:**

The Languages Department is made up of three discipline groups, Spanish, French, and American Indian Languages, with six full-time positions and six to nine part-time faculty per term. While curricular work is handled in discipline meetings, the entire department meets several times a year in order to deal with governance and unit planning issues. When decisions need to be made, the group aims for consensus.

Each faculty group works with the division chair and division administrative coordinator to develop class schedules. Part-time faculty certification and assignments are the responsibility of the division chair, with input and recommendations from contracted faculty or, in the case of AIL, the program coordinator and project team. The division chair also maintains part-time seniority records.

As members of the English, Foreign Language, and Speech Division, languages faculty also participate fully in division shared governance through committee work and division meetings.

## **Organizational Structure - Spanish Program:**

I. **Decision-making and discipline meetings** Our group works to achieve consensus in both structured-formal and informal contexts. The proximity of contracted faculty offices allows for many informal discussions, many of which lead to structured, formal meetings. Informal meetings occur on a frequent basis. Formal meetings occur at the rate of about 4-6 meetings per term. We have recognized a need for a plan to meet regularly with agenda and meeting notes to be filed for future reference or for access whenever they are needed. Historically, it has been the lead coordinator who has prepared meeting agendas (based upon input from faculty) and the lead coordinator generally facilitates the meetings unless another faculty member or members would like to do so.

II. **Committee assignments** Since we are a small group, all of us are required to serve on vital committees on an ongoing basis. Decisions on who will serve and on what committee are generally achieved informally and based on interest in specific committees, individual talents and a general willingness to serve.

III. **Coordination** There is one lead coordinator who oversees the coordination of the program and co-coordinators for each level taught. Decisions about who will serve are based on interest and a general willingness to serve. In addition, there is one Classified Language Lab Coordinator who is responsible for interviewing, hiring, training, scheduling and supervising the language lab tutors as well as serving as liaison with the language faculty. The lab coordinator is also responsible for the organization and maintenance (and in some cases, authorship) of lab materials and attends all meetings that relate to lab operations as well as unit planning and Foreign Language Department meetings.

IV. **Class assignments** Teaching assignments are determined term by term and are allotted according to contractual stipulations as well as according to the family or families of courses individual instructors are certified to teach. Part-time faculty submit to the division chair and contracted faculty information about their availability and preferences. Contracted faculty then meet to create a class assignment schedule and present it to the division chair for approval. Contracted faculty sections are assigned first. Their assignment is determined by their non-instructional obligations: i.e., program coordination; departmental, divisional and college committee participation; mentoring. Part-time faculty teaching assignments are first determined by course certification and contractual stipulations regarding seniority; once those responsibilities have been met, instructor preference is considered. It is the goal of the program to create a schedule that meets contractual obligations and, when possible, also accommodates scheduling needs of all part-time faculty. This process guarantees that contractual obligations will be met; however, it cannot guarantee that individual preferences will always be granted. Occasionally, in order to meet program needs determined by the division chair, with input from contracted faculty, a part-time instructor teaching a first- or second-year class may receive an assignment for four rather than five credits. The language lab coordinator, if qualified, may teach a course for which s/he is certified. The college is to determine the total number of credits that may be taught by the coordinator.

**V. Families of courses** For purposes of part-time seniority assignments, the Spanish program consists of three families of courses: first-year, second-year, and conversation. Once a part-time faculty member has been certified to teach within a language family, assignments are made based on need from term to term. If a part-time faculty member on staff shows interest in a given course or courses, there is an interview process through which contracted faculty and the Division Chair determine eligibility for certification in a given language family.

**VI. Development of term schedules** The division chair and contracted faculty meet to determine course offerings, number of sections offered, and times of offerings. Contracted faculty then draft a course schedule and present it to the division chair for approval.

**VII. Functions of lead coordinator** Historically, the lead coordinator has been responsible for carrying out the following duties:

- Schedule and facilitate discipline meetings;
- Organize, schedule and present orientations for new faculty;
- Liaison to Lab Coordinator;
- Liaison to French Program;
- Liaison to Division Chair;
- Coordinate mentorship of new faculty;
- Gather input from full and part-time faculty in terms of ongoing feedback on program efficacy and vision for future (also gather and present student input);
- Author documentation on input gathered (see above) and present to the faculty;
- Organize meetings with contracted faculty to decide on what program changes will be made (see last two entries above) and facilitate meetings to make assignments (i.e. who will work on the changes that are to be authored);
- Continued facilitation of all meetings on program changes until all changes have been agreed upon, authored, and presented;
- Co-coordination of First Year and Second Year Programs;
- Gather input on authorship of tests, handouts and course packets and responsible for word-processing and organizing materials for distribution;
- Work with co-coordinators to assure all materials are ordered and available in all classrooms by established deadlines;
- Take periodic materials inventories in 3 dedicated classrooms and purchase whatever is needed;
- Take requests from faculty for new materials and supplies to be purchased and purchase them;
- Make assignments for organizing the 3 dedicated classrooms at the close of each term;
- Organize Winter and Spring Term workshops for new students and process, order and assure that all materials are available by established deadlines;
- Responsible for organizing searches for part time faculty and facilitate all meetings related to the process;
- Plan with co-coordinators for interviews with students and organize video taped interviews to be shown to new students (as a part of the Strategies Component of the Spanish Program);

- Provide ongoing leadership for the continued authorship of materials and program design needed to carry out the Strategies Component Plan;
- Organize and facilitate end of term debriefings with Contracted and Part Time faculty members and file their concerns for future analysis;
- Gather requests from part time faculty regarding their preferences for teaching times and teaching load on a term by term basis and present those requests to contracted faculty and Division Chair;

Assist, as needed in coordination of faculty projects and incorporation of said projects into program design.

## **Organizational Structure - French Program:**

Since the French program has only one full-time instructor a lot of decisions are made by that instructor. However, in the case of scheduling, we meet to discuss the various possibilities and then arrive at a schedule by consensus. Sometimes this requires arbitration, flexibility and recognition of seniority.

Since the part-time instructors are required to work an extra 3 hours per week (lab-one hour) they can choose to type new overheads, work on the website, search the Internet for grant opportunities, work on specific projects such as the "unit planning" project, monitor in the computer lab, attend the "Buzz Café" French conversation group, or anything else that might be beneficial to the French program at Lane.

The full-time instructor prepares all the daily lesson plans and materials so they are ready for the instructors, schedules and facilitates meetings, coordinates with the lab coordinator, will coordinate with the Spanish lead instructor for scheduling of the languages computer lab, organizes interviews of potential part-time instructors, acts as a mentor for new part-time faculty, represents the French program on committees and meetings, coordinates first and second year French programs, oversees the equipment and clean-up and/or preparation of our dedicated classroom, orders books and materials for all French classes, observes part-time instructors and gives feedback. Information from the division meetings is disseminated by the full-time instructor.

## **Organizational Structure - American Indian Languages**

The American Indian Languages program conducts its organizational work through a team of volunteers, headed by an SLI-sponsored coordinator. The team meets weekly and makes decisions by consensus.

### **Spanish faculty:**

**Devon, Budz:** M.A. in Spanish, Univ. of Oregon; B.A in Spanish, U of O

**Cuadros, Juan:** M.A. in Spanish, Univ. of Oregon; B.A in Spanish, U of O

**Cusimano, Roma:** A.B.D. in Romance Languages, Univ. of Oregon;

M.A. in Spanish, U of O; B.A. in Spanish, Oregon State Univ.; B.A. in Language Arts, O.S.U; B.S. Physical Education & Dance, Univ. of Wisconsin, Madison.

**Gagnon, Armand:** M.A. in Spanish, California, Northridge; B.A. in Spanish Calif. State Univ., Northridge.

**Hopping-Paz, Edana:** M.A. in Spanish, Univ. of Oregon; B.A. in Spanish, U of O; B.S. in Health, Physical Education & Recreation, Oklahoma College for Women.

**Luke, Matthew:** A.B.D. in Romance Languages, Univ. of Oregon; M.A. in Spanish, U of O; B.A in Spanish & Chicano Studies, San Diego State Univ.

**Matalon-Florendo, Sylvie:** M.A. in Spanish, Univ. of Oregon; B.A. in English and Anglo-American Studies; B.A. in Spanish and Latin American Studies, Univ. of Paris III, France; D.E.UG. in French Literature; D.E.U.G. in Portuguese, Univ. of Paris III, France.

**Pepe, Vanessa:** M.A. in Spanish, University of Arizona; B.A. in Spanish, Univ. of Oregon.

**Rothgery, Andrew:** M.A. in Spanish, Univ. of Oregon; B.A. in Spanish, U of O.

**Stefanovska, Bojana:** A.B.D. in Romance Languages, Univ. of Oregon; M.A. in Spanish & English, Univ. of Grenoble, France; B.A. in Spanish & French, Univ. of Grenoble, France.

### **French faculty:**

**Almquist, Karin;** M.A. Univ. of Oregon; B.A. Univ of Oregon

**D'Ambrosia, Fay. E.;** M.A. Ohio Univ.; B. A. Ohio Univ.

**Reich, Ginny;** M.A. Univ. of Oregon; B.A., Univ. of Oregon

**Shafer, Cara;** M.A. Univ. of Oregon; B.A. Univ. of Oregon

**Stefanovska, Bojana;** A.B.D. in Romance Languages, Univ. of Oregon; M.A. Univ. of Grenoble, France; B.A. Univ. of Grenoble, France

### **American Indian Languages faculty:**

**Addison, Donald F.;** Ph.D., Univ. of Oregon; M.A, Univ. of California, Los Angeles;



## **Chapter 2: Program Outcomes (Curriculum)**

### **Core Ability Outcomes:**

Language courses address all four core ability outcomes for all students.

Core Ability outcomes specific to French program:

1. Communicate effectively: We accomplish this by focusing on high-demand vocabulary during the first year language classes and expanding on that vocabulary the second year. Communicative strategies incorporate listening, speaking, reading and writing skills in the target language. We design classes to give the students multiple opportunities to practice the target language. By the end of the first year language classes, students have a very basic knowledge of all essential grammar rules and are able to communicate simply, understand basic conversations and read and write in a basic manner.

In second year language classes listening comprehension and speaking practice are emphasized through the use of partner problem solving and guided exercises. Students continue to develop their communication skills by reading chosen texts, viewing videos or listening to authentic French materials and then writing summaries of those materials. They review all essential grammar and add to their knowledge of grammatical structures and vocabulary.

2. Think critically: Students are challenged to recognize cognates and patterns, to think logically, to advance from one ability level to another, to recognize, understand and respond to cultural cues.

Solve problems effectively: Students are asked to perform tasks where meaningful information is effectively exchanged. Surveys, information gathering and feedback are essential.

3. Increase understanding of relationship between self and community: The study of language is inherently rich in diversity, cultural history, social awareness and even an awareness of our world's geography. Culturally relevant videos, vocabulary specific to a certain region or country, cultural readings, the study of word origins, the study of "appropriate" behavior are all used to make students aware of the huge tableau of world languages and cultures. Having native speakers in the classroom as tutors and/or guests gives the students a "real" connection to the world community.

4. Explore academic disciplines: Students are asked to consider the relationships that the target language and its history have with their own country's history, law, language, literature, political structure, social structure and economy. By recognizing and

appreciating these connections, students become more interested in pursuing one or some of the associated disciplines.

### **Contributions from the Languages faculty:**

The French and Spanish programs now offer 5-credit courses at the first- and second-year levels. One of the contributions made by the languages faculty was to make the 5th credit transferable. The other contribution was the development of a job posting that led to the creation of the language lab coordinator who now oversees more than a dozen French- and Spanish-speaking “tutors” who work in the lab in small sessions or individually as well as in the classroom. Another contribution to our lab is the hiring of native speakers who enrich the experience of the students and faculty.

We have also been involved in the planning and creation of a state-of-the-art computer language lab that will be functional by the fall of 2004.

We have developed a web site for both the French and Spanish programs and we are in the process of updating them.

In the Spanish program, tutors who work in the classroom and in the tutoria (lab) attend a formal orientation at the beginning of each term where they receive training and learn about our policies and procedures. They are also mentored by master tutors they observe weekly and evaluated by the lab coordinator who gives them feedback on how they can improve their performance in the lab.

In the first-year program, students listen to a tape and complete a weekly worksheet in preparation for their "in person" lab. The scripts for the first-year tapes have been specifically authored to complement our curriculum. We also have first- and second-year scripts that have been created for the charlas or "in person" weekly lab sessions and are also tailored to complement our class curriculum. They are in a constant process of revision and fine-tuning.

In the French program, the process is similar; new tutors are trained by the coordinator and observe classes and the master tutor sessions. The first- and second-year scripts are reviews of material covered in class the previous week and are also constantly revised.

Due to the nature of the first-year Spanish program, we mentor new full-time and part-time instructors during their first year. We also provide them with a comprehensive orientation and opportunities to discuss pedagogical concerns throughout their mentorship. We also have an open door policy where all instructors can observe each other.

In the winter and spring terms, the Spanish program offers workshops for new incoming students at the 102 and 103 levels where we go over the approach we teach and provide them with important information and ways to be a successful language learner. During each term we offer drop-in tutoring sessions to students from both levels. It is a support system as well as an opportunity to get help and to practice the material presented in class and address the challenges it may present.

Another important contribution to our first-year program is the creation and ongoing development of a strategies component to facilitate the experience of our

language learners. It is now incorporated in our first-year curriculum. The students evaluate their progress at midterm and at the end of the year. Some students have volunteered to participate in a video where they give testimonies of their language learning experience after completing the first-and second-year program. For this project, we earned the prestigious League of Innovation award.

Another faculty contribution has been attending the "Silent Way" workshop in New York offered twice a year by Shakti Gattegno who directions "Educational Solutions" created by her husband the late Caleb Gattegno, founder of the "Silent Way" approach to teaching languages. Four of our faculty members were fortunate to participate in this unique and invaluable educational experience. As a result we have made significant changes and improvements to our teaching approach and the first-year Spanish curriculum.

We are part of a learning community called "Puentes al Futuro." Curriculum for four courses that cover grammar, composition and literature has been developed specifically for native Spanish speakers for a one-year sequence. These courses are articulated with two other divisions (Social Science and Academic Learning Services).

We are also involved in assisting INEA (Instituto Nacional para la Educacion de Adultos) by facilitating "Circulos de Estudio" in which we provide native speakers of Spanish education from basic literacy in Spanish to achieving a certificate of completion of secondary education from the Mexican government. We articulate with INEA and the Mexican consulate in Portland, Centro Latino in Eugene and the E.S.L. program here at Lane.

We are in the process of planning for a sequence of Spanish courses for students in a new program for dentists and their support staff.

We offer a two-term conversation class for students who have completed the first-year sequence or its equivalent. We are looking forward to having the time and opportunity to develop and teach other classes such as film and literature as well as bringing on other language courses to our department.

### **French faculty individual contributions:**

Karin Almquist plans to receive her Ph.D. in Romance Languages from the University of Oregon this spring.

During immersion weekends she has been a facilitator and led a session of activities centered on the Francophone island of Martinique based on her travel there. This term (fall 2003) she participated in the unit planning process mandated by LCC by reviewing existing materials and suggesting changes. She has also done research on a proposal for and format of a new francophone class here at LCC (see "Initiatives"). Since spring term (2003) Karin has been investigating the possibilities of obtaining grants for the French program at LCC. She has discovered several that may suit our purposes.

Karin has made a point of informing students of study and work abroad opportunities available through various organizations and institutions. (Sabrananque and the French embassy's sports grant). She has also volunteered to participate in the "Cercle Français" meetings every Wednesday evening at the Buzz Café. Although professors

from the University are usually there, Karin would make it her business to focus on students who might feel intimidated and help them to gain confidence.

Fay D'Ambrosia coordinates and orders materials and lesson plans for French 101, 102, 103, 201, 202, 203, 212; communicates pertinent information to part-timers; calls meetings to determine the part-timers' schedules for each term and discusses with them program goals, methodology, suggested innovations, and LCC goals and policies; chooses and orders textbooks and other classroom materials; and serves as lead person for the organization and equipment selection for the languages computer lab. She also organizes and implements the French immersion weekend.

Fay serves on the EFLS chair selection committee, and has served on the division budget committee and the lab coordinator hiring committee. She attended the American Association of Teachers of French Conference in 2001 and is currently organizing a proposed "Francophone literature" course.

Cara Shafer is presently working on her second Master's Degree at the University of Oregon. She already has a Master of Arts Degree in French and hopes to add a Master of Arts in Education in the spring.

She has helped in five immersion weekends and has successfully organized three of these herself. She helped formulate the "Mission Statement" for the "Unit Planning" process (fall 2003) and will continue to participate in the process.

She hopes to provide a French film feature one Friday evening per month beginning in January 2004. After viewing the film, LCC students will be able to discuss it in French in a non-stressful environment. Multi-cultural francophone films will be targeted. Her dream is to organize a service project in a francophone country using LCC students. The students would be able to use French, learn about third-world countries, build self-esteem, benefit humanity.

## Chapter 3: Data

### **Facilities/Equipment:**

The Languages Department has three pre-assigned classrooms, one in the basement of the Center Building and the other two in Building 2 (Arts), as well as a dedicated computer lab and tutorial facility in the remodeled 4th floor of the Center Building. Most Spanish classes and all French classes meet in one of the pre-assigned rooms, all of which are specially equipped and also contain shared teaching materials. The Spanish program has already outgrown its space, however, and no space has been identified specifically for American Indian Languages classes.

In five years, the department will need

- two additional classrooms with locked storage (built-in cabinets to hold specialized equipment, materials, and learning aids). Languages classrooms require round tables and rolling swivel student chairs in order to facilitate small group and one-to-one communication.

Equipment needs for each classroom include LCD projectors, elmos, smartboards, VHS/DVD players, appropriate wiring.

- additional tutorial space (double the current size)
- additional faculty offices.

In ten years, the department will need

- another new classroom with locked storage
- an additional computer lab
- a central languages area, including a student/faculty meeting place or lounge.

## Chapter 4: Analysis

The Languages Department welcomes the opportunity for an annual assessment of their programs and department goals. Discussion this year identified a number of issues the department plans to address in the near future:

- Address with college administration the need for release time for French program coordination
- Pursue efforts to allow credit-hour flexibility for contracted languages faculty so faculty may occasionally teach 3- and 4-credit classes
- Change name in catalog and class schedules: Languages and Language Studies; pursue change in division name, especially to eliminate "foreign"
- Update website (faculty will begin by working with Ken Zimmerman)
- Establish regular meeting plan, several per year, with notes typed up and retained in division office
- Establish a regular structure for communication and facilitation of issues
- Review annually course descriptions and course outlines; create course outlines for new offerings
- Work with Counseling to assist students with articulation questions and concerns
- Pursue multicultural and diversity requirement listing for all languages courses