11. Describe any undergraduate curriculum reviews that have occurred since the last review. Include dates of reviews, reasons for reviews, results of reviews, and specific improvements made to the curriculum as a result of the reviews.

**Latin**
In the fall of 2007, when Julia Borek arrived as a new Latin instructor, we reviewed the beginning Latin curriculum. In particular, we investigated whether we were using the most effective textbook as well as how we could use technology to reach more students at one time. As a result of those discussions, we changed the textbook from *Ecce Romani*, which we had used since 1995, to *Latin Via Ovid*. We also added a heavy online, computer-aided component to the course that was largely designed by Julia Borek.

Beginning with the 2006 Catalogue, and as part of the creation of the Foreign Language designation for Latin, Greek, Classical Civilization, along with French and German, we began requiring that students fulfill their major hours excluding the beginning-level courses. That resulted from a decision to bring Classics requirements in line with other programs in the department.

**French**
As for Program-internal reviews that we undertook in French on the undergraduate level, in 2004, after we had hired two new assistant professors, we reviewed our configuration of the entry-level series of three required 300-level courses which had existed for many years as three separate curricula covering, respectively, Conversation, Advanced Grammar, and Composition. It was concluded that these should be reworked so that all of those elements would be combined and articulated in each of the new series of courses instead of being so compartmentalized. We originally replaced the three older courses with three newer ones with the newer curriculum, but we eventually cut that back to just two courses, in order to bring the total number of required hours for our major into alignment with the other language programs in the department, making it easier for students to pick up a second major in French. Later on, this proved helpful when we had to match the requirements of the new combined Foreign Language major.

However, a few years back, French faculty reinstated the Advanced Grammar course, having decided that many of our students could benefit from it, but it is now an elective, not a required course. Nevertheless, it is a very popular course that always has healthy enrollment.

Two very important new additions to the French curriculum were developed in AY 2008-09. With the assistance of an internal grant to aid student retention, the French program held a retreat in spring 2009 for undergraduate and graduate students as well as faculty. This was repeated in fall 2009. Also with the assistance of an internal grant the French program developed a new Living/Learning community called the French House. This began in fall 2009.

**German**
The German faculty note that a range of Study Abroad opportunities and the German House often play crucial roles in our undergraduate curriculum, and as such are discussed in an ongoing manner. Students who participate in both programs (i.e., Study Abroad and the German House) can excel academically, as evidenced by the current student population in 400-level German courses.

a. Instituted an exit exam to help assess overall curriculum, spring 2009

b. Core FLLT-GN curriculum created, including creation of GN 103 Accelerated First Year German, fall 2003

c. Created GN 381 Directed Readings course to assist with timely graduation of undergraduates, fall 2003–fall 2004

d. Petition granted for literature sequence GN 264-GN 265 (German Literature in Translation) to receive Core Curriculum “Literature” status, fall 2002

e. Petition granted for upper level GN 461 and GN 462 (Advanced German Composition and Conversation) to receive Core Curriculum “Writing” status, fall 2005

f. Revised AP credit awarded for incoming students, fall 2007

g. Dr. Christiane Keck's (Purdue University) external review report (2002) suggested the department "add/enhance film and business offerings". GN has. (And see i. below.) Fall 2009 there is Dr. Elaine Martin's new GN 270 Survey of German Cinema, and spring 2002 she offered GN 270/World Lit 390 Postwar European Film. Selected other courses containing film components were:

Spring 2001 GN 404/WL 390 Love and Desire in German Literature, Film, and Art
Fall 2002 GN 270/ WL389 Representations of Food and Eating in Literature and Film, and GN 540 Postwar German Literature, Film, and Art
Fall 2002 GN 403/WL 489/GN 552 Roaring Twenties in German Literature, Film, and Art
Fall 2003  GN 403 Terrorismus in der deutschen Literatur und Film, and GN 551 Terrorism in German Literature and Film
Fall 2006 GN 551: Survey of German Film
Fall 2007  GN 403/461/551 Literature and Film: Literary Adaptation
Spring 2008  GN 540 Nachkriegs- Literatur, Film, Kunst
Fall 2008  GN 551 Terrorism in Literature and Film

h. Dr. Keck further urged the department to hire two new faculty along with an instructor to maintain our quality teaching for all students, also stating that an “infusion of faculty is absolutely critical”. (One Professor [Robert Bell] and one Instructor [Christel Bell] were about to retire.)
1. Dr. Rasma Lazda hired as tenure-track faculty to help provide a quality curriculum, fall 2002

2. Instructor hired, Jeff Guenther, M.A., to help provide a quality curriculum, fall 2007

i. Business German. Both Dr. Rasma Lazda and Instructor Jeff Guenther became certified testers of the Goethe Institute’s ZDfB (Zertifikat Deutsch für den Beruf), spring 2008

j. Goethe Institute Testing Center. The German Program became an official Goethe Institute Testing Center and certified for the exams B1, B2, and C1, as well as the ZDfB (see i. above).

k. Related to (g) above, attempted hire of Dr. Aliaga-Buchenau to assist with curricular needs, spring 2007

l. University Wide Active and Collaborative Learning Grant awarded to Dr. Rasma Lazda for GN 250 Germanic Mythology (spring 2009). Arts and Sciences Course Development Grants awarded to Dr. Elaine Martin for GN 270 Survey of German Cinema (fall 2009) and GN 403/WL 489/GN 552 Roaring Twenties in German Literature, Film, and Art (fall 2002). Ongoing faculty discussion of creating elective courses with larger student enrollments partially influenced these curricular developments.

m. Technology in the curriculum: instituted interactive technology at 1st year (fall 06) and other levels. Usage of a pioneering online cultural reader in 2nd year program to enhance curriculum and learning, fall 2006. Many of the GN courses employ e-learning and/or offer course websites to organize information and materials for students. The GN program is currently exploring the use of Tegrity, a lecture/course-capture web service in order to improve academic achievement further.

n. Restructuring of Education/GN curriculum in accordance with state mandates, spring 2003--spring 2004

o. MLC (including GN) Honors Program proposal considered (presented by German undergraduates Will McCracken and Amanda McMillan), spring 2006

p. General German Program Planning meeting with John Dew, UA Office of Continuous Quality Improvement and Planning, fall 2006

q. Ongoing contact/meetings with advisors/faculty of School of Business, School of Education, School of Engineering to facilitate curricular needs of double majors

r. Ongoing contact interdepartmentally to facilitate curricula of German students in related disciplines (e.g. Music, History, Political Science, Art, etc.)
**Spanish:** We are under annual curriculum review. Our last faculty meeting of the year is always dedicated to this theme. Each faculty member then, along with their evaluations, assessment results, etc. modifies content and approach. Our requirements per se have not changed since 2000, but they are revisited every year.

A major change to the Spanish first-year curriculum began in 2005 with the implementation of a pilot program for the Road to Redesign (R2R). In fall 2005 we had full implementation for all sections of SP 101, 102, and 103. R2R entails adding two virtual days to first year Spanish courses. By reducing contact hours from five hours to three, we have been able to add an additional course to the typical yearly teaching load of Spanish Graduate Teaching Assistants while reducing their teaching contact hours (12 per year with R2R versus 15 in the traditional method). Our assessment of learning outcomes indicate that student learning has not been negatively influenced by this change, while student satisfaction has increased. We have received national recognition from the National Center for Academic Transformation. (http://www.thencat.org/)

Finally, Spanish developed an online Spanish course for distance learners and implemented it for the first time in AY 2007-08. This course is growing in enrollments and popularity.