Resolution #14 2013-2014
College Senate

Supersedes Res #: __________

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 02/18/2014
RE: I. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the Fitness of)
   III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: MLC Language Certificate in French or Spanish
(21_13-14UC)

Signed: Dawn Jones
(Dawn Jones, 2013-14 College Senate President)
Date: 2/24/14

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President
FROM: John R. Halstead, College President

RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**: Spring 2014
      **Implementation of resolution requires final approval from SUNY- State
      Education Department. YES NO
   b. Deferred for discussion with the Faculty Senate on ____/____/____
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ____/____/____

Signed: John R. Halstead, President, The College at Brockport
Comment: ___________________________ Date: 3/3/14

(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
INSTRUCTIONS
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. **Use a course number and/or title, indicate if for GED code, etc.**
   
Language Certificate in French or Spanish

2. **BRIEF DESCRIPTION OF PROPOSAL:**
   
This program will allow students who cannot become French/Spanish minors to pursue language studies and receive official college recognition.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** **__ X__ NO **__ YES **
   
**EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**
   
N/A

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**
   
N/A

6. **ANTICIPATED EFFECTIVE DATE:**
   
Spring 2014 or upon approval of proposal

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.
   
<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<tbody>
<tr>
<td>November 19, 2013</td>
<td>December 17, 2013</td>
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8. **SUBMITTED BY:** (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Andrea Parada</td>
<td>Modern Languages &amp; Cultures</td>
<td>X-5840</td>
<td><a href="mailto:aparada@brockport.edu">aparada@brockport.edu</a></td>
</tr>
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9. **COMMITTEES:** (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Dates Forwarded</th>
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<tr>
<td>__ Executive Committee</td>
<td>Standing Committee</td>
<td>11/19/13, 12/17/13</td>
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<tr>
<td>__ Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>1/27/14</td>
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<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Senate</td>
<td>2/3/14, Senate Passed 2/17/14</td>
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<td>__ General Education &amp; Curriculum Policies</td>
<td>Passed GED's go to Vice Provost</td>
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<td>__ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>3/3/14</td>
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<td>__ Student Policies</td>
<td>OTHER</td>
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<td><strong>X</strong> Undergraduate Curriculum &amp; Policies</td>
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NOTES:
Language Certificates in French and Spanish Proposal
Modern Language and Cultures — Fall 2013

Description of the Proposal:
French/Spanish Language Certificate: students who take 15 credits in French or Spanish including Beginning II, Intermediate I, Intermediate II and two 300 level or higher French/Spanish elective courses will receive an official credential certifying rigorous study in the target language.

Rationale for this new option:
As the nations of the world become more interdependent, knowledge of the world's languages and understanding of world cultures become more significant for effective global communication and peaceful coexistence. Language study prepares today's students for tomorrow's opportunities by supporting interdisciplinary instruction and developing cross-cultural understanding.

Spanish is the official language in 20 countries around the world, ranks as the world's second most commonly spoken language (after Chinese) and is the third most commonly used Internet language. Spanish is also an official language of the UN and its institutions, the European Union and other international organizations.

Nearly eighty million people speak French as a native language in 33 countries and more than 200 million speak the language across the globe. French is both a working language and an official language of the European Union, the United Nations, UNESCO, NATO, and the International Olympic Committee. As the world’s number-three destination for foreign investment and its fifth largest economy, France is a crucial business partner for the United States.

The Liberal Education and America’s Promise (LEAP) initiative of the Association of American Colleges and Universities (2007) identifies “Personal and Social Responsibility” as one of the four essential learning outcomes that will prepare college graduates for twenty-first-century challenges and recognizes the development of intercultural knowledge and competence as an essential component: “Learning about cultures and social structures dramatically different from one’s own is no longer a matter just for specialists. Intercultural learning is already one of the new basics in a contemporary liberal education, because it is essential for work, civil society, and social life.” LEAP considers “second-language competence and direct experience with cultural traditions other than one’s own” as essential components of a college curriculum. A language certificate would allow Brockport students to enhance their global knowledge and intercultural competence, thus increasing their marketability within their major/minor fields in the global workforce.

The French/Spanish Language Certificate provides students with the appropriate level of proficiency in the language to handle communication tasks necessary for government agencies and private companies with either an international reach or a connection to the US population that speaks a language other than English. Students will also acquire knowledge of the cultures related to the language studied, making them better able to understand and work with these communities. Knowledge of another language and culture is also desirable in many other professions. Students who compliment their degree in communications, criminal justice, health care, international studies, international business and social work, for example, with the study of languages and cultures are better able to understand, serve, and communicate with the diverse population in the US. The courses offered for the French/Spanish Language Certificate teach students to identify and appreciate cultural connections and differences, helping them grow into their role as global citizens.
The certificate is meant to internationalize the curriculum beyond Modern Languages and Cultures and therefore appeals to all students who are NOT interested in becoming language majors or minors but who are interested in gaining some recognition for their training in a second language (French/ Spanish), intercultural competence and global perspectives. Students completing this language certificate will reach an intermediate level of proficiency that will allow them to be culturally sensitive to varying contexts and linguistic codes of the target culture.

Many French and Spanish students discontinue language study after completing their general education requirement, even though they are interested in it, because they have to become minors to get any official recognition for their efforts. Many simply cannot do the minor in combination with their other program requirements and graduate within the expected time because a minor in French or Spanish requires 18 credits at the 300 level or higher. The language certificate would be within their reach since it allows students to count their lower level language training—Beginning II or 112, Intermediate I or 211, and Intermediate II or 212—toward a quantifiable credential.

The certificate will also be an incentive for students majoring in the Arts and the Humanities to pursue a Bachelor of Arts instead of a Bachelor of Science. Currently the main difference between the two degrees is the language requirement; the BA requires 212-Intermediate II to graduate while the BS only requires 111-Beginning I of a second language. In addition to increasing student interest in courses at the Beginner II and Intermediate I and II level, this certificate could raise study abroad numbers. Moreover, major and minor programs across campus will be supported in their curricula: Anthropology, African and African American Studies, Art, Dance, English, History, International Business, International Studies, Philosophy, Sociology, Social Work, Theater, Women and Gender Studies to name a few.

This proposal also responds to one of the main goals and priorities of The School of the Arts, Humanities and Social Sciences’ Strategic Plan: “to increase sensitivity and appreciation of difference in order to function successfully in a global society.” The French/Spanish Language Certificate also supports the mission of the College by offering a practical tool that emphasizes the importance of second language proficiency, communication skills, and intercultural competence for admission to graduate and professional schools, employment, and civic engagement in the global society of the twenty-first century.

**Student Learning Outcomes:** Students who successfully complete a language certificate will be able to:

- Explain basic and comparative aspects of history, politics, systems of belief, art, literature, and daily life of the culture studied;
- Explain the relationship between the practices, perspectives and the products of the people whose language they are studying;
- Describe how their own culture and history affect their worldview and expectations;
- Explain and connect two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews;
- Handle successfully a variety of uncomplicated communicative tasks in straightforward social situations in a second language (speaking);
- Meet a number of practical writing needs in a second language. Students at this level will be able to write short, simple texts and requests for information (writing);
- Understand simple speech in a variety of basic personal and social contexts in a second language (listening);
- Understand fully and with ease short, simple texts in a second language that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge (reading).

The Student Learning Outcomes listed above correspond to the **Intermediate Mid** level of proficiency as per the American Council on the Teaching Foreign Languages 2012 Guidelines. In terms of oral
proficiency, students who successfully complete the Certificate should be able to "handle successfully a variety of uncomplicated communicative tasks in straight forward social situations." They will be also "able to express personal meaning by creating with the language."

**Entrance requirements:** The French or Spanish Language Certificate is open to any student, matriculated and non matriculated.

**Program requirements:** All courses in the Language Certificate must be completed with a grade of "C" or higher. Courses with grades lower than "C" must be repeated. The minimum GPA for the certificate is 2.5 (same as in the major/minor).

The residency requirement for the certificate is the completion of 9 credits at Brockport.

**Description of new courses:** No new courses are needed. This proposal can be implemented without increasing the number of sections offered. Brockport students have yet to discover the benefits of second language proficiency for employment and graduate work and the possibilities it opens at the international and global level. We do not anticipate a huge demand and we can accommodate at least 10 students per language per semester.

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**Comparison between a Language Certificate in French or Spanish and the French or Spanish Minor**

The certificate and the minor have different emphasis and objectives. The minor is designed to be more specialized at the level of content and therefore requires a higher level of language proficiency and course work at the upper division. Allowing lower-level language courses to count for the minor undermines its purpose and reduces the standards on which it is based. The certificate is designed precisely for those students who wish to gain functional language proficiency and other job-related skills such as improved communication, intercultural competence, and global perspectives within a shorter time frame. In other words, the certificate and the minor appeal to different types of students with different needs/interests. It also aims to motivate BA candidates to continue language studies beyond 212 (intermediate II) and to reward them with a credential that acknowledges their study of French or Spanish.

Language certificates are offered in very few campuses in the state of NY. Some examples are: ESL (ENG as a 2nd language) by SUNY Albany (16 credits); TESOL (Teaching ESL) by Fredonia (18 cr.); ASL (American Sign Language) by Ulster (36 credits); Spanish for Professional Purposes by CUNY (18 credits). NYU offers certificates in 25 different languages (4 classes). The Language Certificate would make Brockport a leader in this area.

All certificates approved by Brockport must also be approved by SUNY and registered by the NY State Education Department (SED).

<table>
<thead>
<tr>
<th>Certificate</th>
<th>French Minor</th>
<th>Spanish Minor</th>
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<tr>
<td>Total Number of Credits:</td>
<td>Total Number of Credits:</td>
<td>Total Number of Credits:</td>
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<td>15 credits</td>
<td>18 credits</td>
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<td>Required courses:</td>
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<tr>
<td>FRN or SPN 112 Beginner II</td>
<td>FRN 350 Conversing with French Cinema</td>
<td>SPN 350 It's all Debatable! Communication in Spanish</td>
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<tr>
<td>FRN or SPN 211 Intermediate I</td>
<td>FRN 351 Compose Yourself: Writing in French</td>
<td>SPN 351 Compose Yourself: Writing in Spanish</td>
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<tr>
<td>FRN or SPN 212 Intermediate II</td>
<td>FRN 352 French Culture and Civilization in Four Senses</td>
<td>SPN 461 Advanced Spanish Grammar</td>
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<td>FRN 355 Couscous, Coca-Cola and Camembert: France Today</td>
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<th>Elective Courses:</th>
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<td><strong>TWO</strong> electives courses at the 300 level or higher</td>
<td><strong>TWO</strong> elective courses; ONE of which must be at the 400-level</td>
<td><strong>THREE</strong> elective courses, ONE of which must be at the 400 level</td>
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Sequence in which the courses would be offered to guarantee timely completion of the program: All necessary courses are regularly offered and would not require a specific sequencing.
Staffing issues: no new staff needed.
Resources, facilities that may be needed to implement the program: none needed.
November 18, 2013

Joan Lucas  
Chair  
Undergraduate Curriculum and Policies Committee

Dear Dr. Lucas:

I fully support the proposed French/Spanish Language Certificate presented by the Department of Modern Languages and Culture. As designed, this proposal supports the mission of the College by offering a practical tool that emphasizes the importance of second language proficiency and intercultural competence for employment in any field as well admission to graduate and professional schools. It also aligns perfectly with one of the four essential learning outcomes that will prepare college graduates for twenty-first-century challenges identified by the Liberal Education and America’s Promise (LEAP) initiative of the Association of American Colleges and Universities (2007): “Learning about cultures and social structures dramatically different from one’s own is no longer a matter just for specialists. Intercultural learning is already one of the new basics in a contemporary liberal education, because it is essential for work, civil society, and social life.”

The French/Spanish Language Certificate recognizes that second-language competence and direct experience with cultural traditions other than one’s own are essential components of Brockport’s curriculum and promises to strengthen our students’ preparation to become civically engaged citizens in a culturally diverse society and in globally interdependent communities.

Please do not hesitate to contact me if you have any questions about this proposal.

Sincerely,

Andrea Parada

Andrea Parada, PhD  
Professor and Chair  
Modern Languages and Cultures
November 11, 2013

College Senate
The College at Brockport
Brockport, NY 14420

Dear College Senate:

I have reviewed and support the proposal for language certificates in French and Spanish. This certificate would allow non-language majors to reach an intermediate level of language proficiency which could benefit them in multiple ways.

Sincerely,

Dr. Darwin Prioleau
Dean
18 November, 2013

To: College Senate
From: Dr. Dena Levy, on behalf of the Political Science & International Studies Department, Associate Professor and Chair
Re: Language Certificates in French and Spanish Proposal

The Department of Political Science and International Studies supports the Modern Languages and Cultures’ proposal for Language Certificates in French and Spanish. As the proposal argues, our students need global awareness and cultural sensitivity to succeed in the contemporary work climate. Indeed, the International Studies Program is based on the very idea of the benefits of global awareness. This certificate in French and Spanish for undergraduates will help provide further motivation for students to go beyond introductory work in these languages and instead seek to complete intermediate level course work.

Given that language is a requirement of the International Studies Program the Certificate program fits well with our own goals. Thus we are not only motivated by our support for the Modern Languages Department but also because it supports our own program’s mission.
Support for Proposal for Language Certificates in French and Spanish

The Department of Anthropology fully supports the proposal from the Department of Modern Language and Cultures to initiate a language certificate program in French and Spanish for undergraduates at The College at Brockport.

This certificate program permits and encourages students who are not language majors or minors to gain a level of proficiency in either French or Spanish that can be recognized on their transcripts. It contributes to the College’s greater goals of increasing the internationalization of the curriculum and the training of our students in the skills, knowledge and perspectives—the intercultural competence—that will be valuable to them as global citizens in an increasingly interconnected world.

The Department of Anthropology fully supports this proposal and urges its prompt approval.

Sincerely,

Dr. J. Roger Kurtz, Interim Chair
Department of Anthropology
15 November 2013

To: College Senate
From: Dr. Jennifer Haytock, on behalf of the English Department
       Professor and Chair
Re: Language Certificates in French and Spanish Proposal

The English Department enthusiastically supports Modern Languages and Cultures’ proposal for Language Certificates in French and Spanish. As the proposal argues, our students need global awareness and cultural sensitivity to succeed in the contemporary work climate. This certificate in French and Spanish for undergraduates stands to motivate students to complete intermediate level course work in these languages.

Further, these certificates provide a tangible incentive for students to finish course work necessary for them to be eligible to receive the Bachelor of Arts degree, a degree more appropriate to study in the Humanities, including English. In other words, we support this proposal not only to benefit students of modern languages and cultures but also because the certificates further the English department’s mission to teach students to think critically about language and culture.
Support for Proposal for Language Certificates in French and Spanish

I write as interim chair of the Department of African and African American Studies to indicate my support for the proposal from the Department of Modern Language and Cultures to initiate a language certificate program in French and Spanish for undergraduates at The College at Brockport.

This certificate program permits and encourages students who are not language majors or minors to gain a level of proficiency in either French or Spanish that can be recognized on their transcripts. It contributes to the College’s greater goals of increasing the internationalization of the curriculum and the training of our students in the skills, knowledge and perspectives—the intercultural competence—that will be valuable to them as global citizens in an increasingly interconnected world.

The program complements particularly well the work of the Department of African and African American studies, and offers an excellent opportunity for students in our program. Those choosing the Spanish certificate will complete focused study of a language that is crucial to issues of race, class and society in America today, as well as being one of important languages of the African diaspora (in the Caribbean and northern South America) and of Africa itself (in Equatorial Guinea). Those choosing French will enrich their understanding and appreciation not only for minority communities in North America, but also for the cultures of francophone Africa and the French-speaking diasporic communities in the Caribbean.

I fully support this proposal and urge its prompt approval.

Sincerely,

Dr. J. Roger Kurtz, Interim Chair
Department of African and African American Studies