U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE
CFDA # 84.016A
PR/Award # P016A090069
Grants.gov Tracking#: GRANT10295271

OMB No. 1840-0796, Expiration Date: 08/31/2010
Closing Date: APR 30, 2009

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U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Concordia College Corporation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 38,050	$ 31,950	$ 0	$ 0	$ 0	$ 70,000
2. Fringe Benefits	$ 4,797	$ 3,944	$ 0	$ 0	$ 0	$ 8,741
3. Travel	$ 17,838	$ 39,938	$ 0	$ 0	$ 0	$ 57,776
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 10,000	$ 1,000	$ 0	$ 0	$ 0	$ 11,000
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 5,450	$ 6,400	$ 0	$ 0	$ 0	$ 11,850
9. Total Direct Costs (lines 1-8)	$ 76,135	$ 83,232	$ 0	$ 0	$ 0	$ 159,367
10. Indirect Costs*	$ 6,091	$ 6,659	$ 0	$ 0	$ 0	$ 12,750
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 82,226	$ 89,891	$ 0	$ 0	$ 0	$ 172,117

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [X] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)
Approving Federal agency: [ ] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [X] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Concordia College Corporation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 55,615	$ 49,770	$ 0	$ 0	$ 0	$ 105,385
2. Fringe Benefits	$ 15,016	$ 13,438	$ 0	$ 0	$ 0	$ 28,454
3. Travel	$ 1,300	$ 1,300	$ 0	$ 0	$ 0	$ 2,600
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 21,000	$ 21,000	$ 0	$ 0	$ 0	$ 42,000
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 500	$ 500	$ 0	$ 0	$ 0	$ 1,000
9. Total Direct Costs (lines 1-8)	$ 93,431	$ 86,008	$ 0	$ 0	$ 0	$ 179,439
10. Indirect Costs	$ 7,474	$ 6,880	$ 0	$ 0	$ 0	$ 14,354
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 100,905	$ 92,888	$ 0	$ 0	$ 0	$ 193,793

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-Concordia_College_Abstract.pdf**

Integrating Key Assets to Build a
Comprehensive Asian Studies Program at Concordia College

Concordia College is well positioned to build a comprehensive and innovative Asian Studies program ~~at~~ through proposed faculty and curriculum development projects. With support from Title VI funds, new courses will be added to the Asian Studies Concentration of the Global Studies major, a Chinese (Mandarin) major will be developed, and courses will be revised to include Asia-related content.

The proposed program has two main goals: (1) use the expertise of newly-hired faculty with specializations on Asia to strengthen the Asian Studies concentration of the Global Studies major and develop a major in Chinese (Mandarin); and (2) enable faculty with little knowledge about Asia to develop Asia-related expertise so that they may include Asia in their courses and be part of an effort to integrate the study of Asia throughout the college.

Concordia has a number of well-established key assets that support the Asian Studies program in the proposed plan:

- The core curriculum, "Being Responsibly Engaged in the World," was implemented in 2007. Concordia was one of 18 colleges and universities, across the country, recognized by the Association of American Colleges and Universities to participate in its initiative, Core Commitments: Educating Students for Personal and Social Responsibility.
- Concordia ranks 12th in the total number of study abroad students in baccalaureate institutions (Open Doors, 2008). Concordia was honored in 2006 as one of five recipients of the Senator Paul Simon Award for Internationalization by NAFSA: Association of International Educators.
- Concordia Language Villages has a 24-year history of successfully providing immersion-based Chinese instruction at the pre-collegiate level, as well as instruction in Japanese and Korean.

With these key assets, Concordia College has the capacity to develop an Asian Studies program that would be among the best of those found at liberal arts colleges in the Midwest and beyond. With support from Title VI funds, Concordia will build a comprehensive Asian Studies program that is distinctive in four major respects: (1) rather than the stand-alone area studies model, Asian Studies at Concordia is embedded in the Global Studies major, enabling students not only to acquire an understanding of Asia, but also to put this knowledge in a global context; (2) with faculty expertise in East Asia, South Asia, and Southeast Asia, the program offers multiple regional perspectives within Asian Studies; and (3) the college will offer instruction in Chinese (Mandarin), Japanese, and Korean (unusual for a small college).

Project Narrative

Project Narrative

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Integrating Key Assets to Build a
Comprehensive Asian Studies Program at Concordia College
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Integrating Key Assets to Build a

Comprehensive Asian Studies Program at Concordia College

1. Plan of Operation:

The purpose of this grant application is to build a comprehensive and innovative Asian Studies program at Concordia College through proposed faculty and curriculum development projects. With support from Title VI funds, new courses will be added to the Asian Studies Concentration of the Global Studies major, a Chinese (Mandarin) major will be developed, and courses will be revised to include Asia-related content. The proposed program has two main goals: (1) use the expertise of newly-hired faculty with specializations on Asia to strengthen the Asian Studies concentration of the Global Studies major and develop a major in Chinese (Mandarin).; and (2) enable faculty with little knowledge about Asia to develop Asia-related expertise so that they may include Asia in their courses and be part of an effort to integrate the study of Asia throughout the college.

Concordia College's President and Vice President for Academic Affairs/Dean of the College are supportive of Asian Studies at the college and have made significant investments to ensure its success. In the past four years, the college has hired four trained Asianists, each in a different academic department. A minor in Chinese (Mandarin), was established this year and the framework for a major was approved. Over the past two years, Concordia has established a relationship with United International College in Zhuhai, China, providing new opportunities for student and faculty exchanges. Dr. Doug Anderson, Mathematics, will be our first faculty exchange participant in January of 2010. In 2004, the college established a Global Studies major

that includes concentrations such as the one in Asian Studies. The intent of the proposed program is to fully capitalize on these investments by integrating key existing assets in order to build a comprehensive Asian Studies program with innovative elements.

Concordia has a number of well-established key assets that support the Asian Studies program and the agenda of the proposed plan:

- The core curriculum, "Being Responsibly Engaged in the World," was implemented in 2007. Concordia was one of 18 colleges and universities, across the country, recognized by the Association of American Colleges and Universities to participate in its initiative, Core Commitments: Educating Students for Personal and Social Responsibility.
- Concordia ranks 12th in the total number of study abroad students in baccalaureate institutions (Open Doors, 2008). Concordia was honored in 2006 as one of five recipients of the Senator Paul Simon Award for Internationalization by NAFSA: Association of International Educators.
- Concordia Language Villages has a 25-year history of successfully providing immersion-based Chinese instruction at the pre-collegiate level, as well as instruction in Japanese (21 years) and Korean (10 years).

With the resources of these key assets, Concordia College has the capacity to develop an Asian Studies program that would be among the best of those found at liberal arts colleges in the Midwest and even beyond. With support from Title VI funds, Concordia will build a comprehensive Asian Studies program that is distinctive in four major respects: (1) rather than the stand-alone area studies model, Asian Studies at Concordia is embedded in the Global Studies major, enabling students not only to acquire an understanding of Asia, but also to put this

knowledge in a global context; (2) with faculty expertise in East Asia, South Asia, and Southeast Asia, the program offers multiple regional perspectives within Asian Studies; (3) the college will offer instruction in Chinese (Mandarin), Japanese, and Korean (unusual for a small college); and (4) the program will draw on both non-Asianists within the college who have an interest in Asia and Asian specialists located within Asia.

a. Describe how the design of the project shows high quality

The purpose of the project is to dramatically strengthen the Asian Studies program within a two-year period. The Project Directors are Asianists who have experience in academic administration, grant administration, and faculty and curriculum development leadership. Expertise for the project will be provided by five faculty (hereafter, the Asian Studies Committee) who are Asian specialists, fluent in Asian languages, and have conducted research and lived in Asia (one is tenured, three are tenure-track, and one is in a line that can be converted to tenure track). They are members of five academic departments: Chinese, political science, history, religion, and art. Four of these five faculty members have joined the Concordia faculty within the past four years – two of these faculty members are new to the college this year. Support is needed to enable the faculty to fully use their expertise to build a comprehensive and integrated Asian Studies program. Support will enable them to develop new courses and curricular opportunities, while also enabling non-Asianist faculty to revise their courses to incorporate Asian issues and perspectives. Concordia is on the verge of establishing an innovative Asian Studies program with elements that could be replicated in the other area studies concentrations (Latin America, Russia, Scandinavia, and Europe) to strengthen the Global Studies major. Many of these courses will fulfill the College's core requirement for a course in

global or international perspectives, thus building a greater interest in Asia among students. An investment of grant funds from the U.S. Education Department would serve as a catalyst for this change.

OBJECTIVE ONE: Strengthen the Asian Studies Concentration of the Global Studies major and develop a major in Chinese (Mandarin) by developing new courses and programs using the expertise of recently-hired faculty**.**

This objective will be accomplished with three curriculum development projects.

- Title VI funds for curriculum development will provide necessary support to develop course work to offer a major in Chinese. In 2008-2009, Concordia hired Dr. Tao Ming, a Chinese (Mandarin) language instructor, and established a minor in Chinese and the framework for a major. This initiative is a part of the college's strategic plan to strengthen marks of quality. In the proposed project, three upper-level courses (to be taught on the Concordia campus) and a semester program at Sichuan International Studies University (SISU) will be developed. Dr. Ming, a graduate of SISU, has initiated discussion with SISU to establish a program of upper-level Chinese language courses and internships. Dr. Ming will work with Dr. Mary Rice, Chair of the Division of Language, Literature and Culture, to develop courses and a semester abroad program consistent with international language instruction at the college. Dr. Ming will participate in ACTFL Oral Proficiency Interview (OPI) training to facilitate evaluation of student learning in these courses.
- To expand and diversify the Asian language instruction available to Concordia students, the proposed project will use the resources of Concordia Language Villages (CLV), which presently offers pre-collegiate, immersion instruction in 15 languages including Chinese,

Japanese, and Korean, to develop and pilot courses for undergraduates in these critical languages. Initial planning for these courses will be conducted by Dr. Christine Schulze, Vice President for International Development and Executive Director of Concordia Language Villages, and Dr. Mary Rice.

- To capitalize on the investment the college has made in recently hiring four new faculty members with expertise in Asia, the proposed project will include workshops in which the members of the Asian Studies Committee will develop five new courses for the Asian Studies concentration and collaborate on the development of an Introduction to Asian Studies course to be called *Asia in a Global Age*. In the future, the responsibility for teaching this course will rotate amongst the members of the Asian Studies Committee. Title VI funds will enable these faculty members to work together in the development of new courses that will enhance the interdisciplinary character of the Asian Studies concentration, review the strengths and weaknesses of existing courses, diminish unnecessary overlap, and better represent the regional sub-specializations within Asian Studies (Northeast Asia, South Asia, Southeast Asia). During the duration of the proposed project, the Introduction to Asian Studies course will be piloted and evaluated. To facilitate this curriculum development, two members of the Asian Studies Committee will attend a meeting of the ASIANetwork, the gconsortium of liberal arts colleges promoting Asian Studies.

OBJECTIVE TWO: Develop expertise on Asia among non-Asia specialist faculty to increase and diversify courses addressing Asia. This objective will be accomplished through four faculty development projects.

Concordia faculty will develop collegial relations with scholars in Asia through the Global Scholars Program. Various forms of electronic technology will be utilized to connect all interested Concordia faculty with scholars in Asia who will present faculty development workshops, give classroom lectures, lead class discussions or provide recommendations for course design and revision. These technologies include Wimba (a web-based tool for managing real-time collaborative interactions and capable of delivering online instruction), Skype (enabling telephone calls over the internet), and other forms of web-based, computer-assisted instruction. This program will capitalize on established relationships Concordia has with colleges and universities in Asia. The Global Scholars Program will develop collegial relationships which can lead to longer-term, faculty exchanges, like those funded by the Fulbright Scholars Program.

- Concordia's relationship with United International College (UIC) in Zhuhai, China (founded in 2006-07 as a joint project of Beijing Normal University and Hong Kong Baptist University) offers unique opportunities, particularly with respect to internships and community based learning opportunities, because their language of instruction is English and their educational philosophy, focusing on a global outlook and whole person education, matches the educational mission of Concordia. Collaboration with UIC offers opportunities for internships and community based learning (rare in Asia), particularly in the fields of business, environmental studies, and developmental studies. Non-Asianist faculty at Concordia, in these fields, who will serve as the academic advisors to Concordia students in internships, will develop case-specific knowledge of China that can

be incorporated into their courses and potentially envision research opportunities in China for themselves.

- The Asian Studies Committee will develop a network of recent (past ten years) Concordia alumni, supplemented by alumni of the Luce Scholars Program (one-year professional internships in East and Southeast Asia), to provide Concordia faculty with insights into the knowledge and skills necessary to obtain and thrive in professional careers in Asian related fields. A preliminary conversation (at the most recent ASIANetwork meeting) with Mr. Li Ling, Program Director for the Luce Scholars Program has indicated his willingness to link us with his program alumni. The Asian Studies Committee will work with the Concordia Career Center and the Alumni Relations Office to identify potential alumni participants. The Committee will design a survey and the results will be made available to faculty on a web site. In addition, select Concordia alumni and/or Luce Scholar alumni will be invited to lead a workshop for Concordia faculty whose courses can be revised to provide the necessary skills and knowledge to work in Asian related businesses and organizations.
- To expand and diversify courses that address Asian issues, the proposed project will include a faculty development project to provide non-Asianists with appropriate expertise to revise their courses. A lecture series for faculty will be held to raise awareness of Asian issues and opportunities for research. Six faculty members will be identified to participate in the program; preliminary conversations on campus has generated serious interest from faculty members in the fields of urban sociology, social work, business management, environmental science, and water management.. The six faculty will work

together, under the leadership of members of the Asian Studies Committee, to read and discuss scholarship that addresses issues of common interest in contemporary China. Each of the six faculty members, with the guidance of members of the Asian Studies Committee, will develop an individual reading program in preparation for a two-week trip that will center on the Pearl River region of China (the location of United International College, which will serve as the institutional host). During the two-week trip, the Concordia faculty will interact with UIC faculty and students (the instructional language of UIC is English). Upon return, the six faculty members will revise their courses to reflect their China experience. It is possible that some of these faculty members may develop long-term research interests in China.

b. Effectiveness of the plan of operation

The proposed project is an integral part of the college's strategic plan to strengthen the educational opportunities for Concordia students to become responsibly engaged in the world. The project objectives and specific plan of operation were developed by the Asian Studies Committee with the assistance of a consultant, Dr. Teodora Amoloza, Executive Director of ASIANetwork, the consortium of liberal arts colleges promoting the teaching of Asia; Professor Amoloza visited Concordia in January, 2009 to make recommendations for strengthening the Asian Studies program.

The two major objectives of the proposed program can realistically be accomplished during the two-year period of grant-supported activities. Fundamental to the effectiveness of the plan is the expertise of the faculty members of the Asian Studies Committee, with the support of key assets of the college.

The project directors, Dr. Linda L. Johnson, Chair of the Asian Studies Committee and Dr. Kenneth Foster, Chair of the Global Studies Program (and member of the Asian Studies Committee) are experienced administrators. Having served as an interim Vice-President for Academic Affairs/Dean of the College, Associate Dean of the College, program director for the freshman liberal arts program, and department chairperson, Dr. Johnson has experience in leading successful curriculum and faculty development programs at Concordia. As a former consultant-evaluator for the Higher Learning Commission, the college's accrediting body, she has an understanding of the significant role of evaluation/assessment in promoting effective programs. Dr. Foster has administered grants for research programs in China at a major research university and maintains significant professional connections with the National Committee on United States – China Relations and the editorial boards of *Pacific Affairs* and *Chinese Public Administration Review*.

The language instruction components of the project will be developed with and supervised by Dr. Christine Schulze, Vice President for International Development and Executive Director of Concordia Language Villages and Dr. Mary Rice, Chair of the Division of Language, Literature and Culture. Concordia has significant pedagogical resources for the development of the new language courses in Chinese, Japanese and Korean. Concordia Language Villages is the premiere K-12 language and cultural immersion program in the United States. The resources with which they presently teach Chinese, Japanese, and Korean will be used for the development of new language learning opportunities for Concordia undergraduates.

The Concordia Global Education Office has extensive experience in developing study abroad programs of different durations in multiple continents. Particularly important for the

effectiveness of activities proposed for this project include the relationship the Office has recently developed with United International College in Zhuhai, China, as well as longer standing relationships the Office has established with Kanda University of International Studies in Tokyo and a nonprofit organization in Bangalore (Zhejiang University – Hangzhou University). In addition, a delegation of faculty and students from Independent College, Bangalore visited Concordia in 2008 as a part of a grant to foster institutional ties.

Administration of the grant will be supported with the data collection and analysis capabilities of Banner, the newly installed commercial information system and the expertise of Concordia's Office of Assessment and Institutional Research.

c. Describe to what extent the objectives of the project relate to the program purpose.

The objectives of the project are consistent with the program goals of strengthening and improving undergraduate instruction in international studies and foreign languages. Funds will be used to revise and update curricula and develop additional faculty expertise, including these activities authorized by the program:

The strengthening of a global studies/international studies program which is interdisciplinary in design. Development of an area studies program and its languages.

Curriculum development proposed for the project will dramatically strengthen the Asian Studies concentration of the Global Studies major. The Asian Studies concentration and the Global Studies major are both interdisciplinary and multidisciplinary. The Global Studies major has three interdisciplinary tracks: Global Systems and Issues, Cultural and Regional Studies (including the Asian Studies concentration), and Worlds in Dialogue. With the Asianists who have recently joined the Concordia faculty, in addition to faculty who have been teaching Asian

Studies courses, the concentration draws on courses from the departments of Art, Chinese, History, Philosophy, Political Science, and Religion. Title VI funds will enable the development of an interdisciplinary introduction to Asia course, to be called Asia in a Global Age, that will be a requirement for the Asian Studies concentration and that will also fulfill a core curriculum requirement. A minor in Chinese (Mandarin) will be expanded with upper-level courses to fulfill the requirements for a major. Additional language acquisition opportunities in Chinese, Japanese, and Korean will supplement on-campus instruction in Chinese for Asian Studies students.

Creation of innovative curricula which combines the teaching of international studies with professional or pre-professional studies. Establishment of internship/study abroad opportunities for faculty and students in overseas settings.

In the proposed project to develop a major in Chinese, a semester-long program of upper-level language courses, including internship opportunities, will be developed at Sichuan International Studies University (SISU). At United International College in Zhuhai, English-language internships will be developed for students in business, environmental studies, and film and broadcasting.

d. Resources and personnel will be used to achieve the objectives of the project.

OBJECTIVE ONE: Strengthen the Asian Studies concentration of the Global Studies major and establish a major in Chinese (Mandarin) by developing new courses and programs using the expertise of new faculty.

- Dr. Tao Ming (Chinese) with the direction of Dr. Mary Rice (Chair of the Division of Language, Literature, and Culture) will develop three upper-level courses in Chinese to

be taught on the Concordia campus. Dr. Ming will go to SISU, Chongqing, Sichuan, P.R. China, his alma mater, to develop a semester-long study abroad program for students who wish to complete a major in Chinese. The program will include internship opportunities. Preliminary conversations have begun with SISU.

- The college has long planned to develop strategies to make the resources of Concordia Language Villages (their pre-collegiate programs) available to Concordia undergraduates. The time is now right to move forward on this initiative. At CLV, the immersion approach to language teaching provides students with a culturally authentic setting, incorporating carefully designed opportunities with well trained language teachers who help students understand what they hear, learn how to respond and converse, and practice skills all day, every day. There are logistical challenges including the distance from the Concordia campus (the Language Villages main site is located in Bemidji, MN) and the time (Language Village programs are held June through August, when the college is not in session). Moreover, there are challenges involved in placing college undergraduates in a residential setting with pre-collegiate participants or "villagers."

  Dr. Christine Schulze, Executive Director of Concordia Language Villages (CLV) and Vice President for International Development, and Dr. Mary Rice, Chair of the Division of Language, Literature, and Culture, will engage in preliminary meetings to develop strategies for addressing the logistical challenges. Thereafter, staff of CLV particularly the Chinese, Japanese, and Korean Villages, will meet to develop appropriate learning goals for coursework to receive college credit. It is understood that these are meant to be short-term (one month in residence) language and cultural immersion courses

to accelerate language learning and are not intended to substitute for a longer course of study, as is the case with world languages taught on the Concordia campus. The courses will take place in the Chinese, Japanese and Korean village sites. It is anticipated that a Mandarin Chinese course would be piloted in the summer following the first academic year of the grant, and Korean and Japanese would be piloted in the summer following the second academic year of the grant. The courses will be evaluated by Drs. Schulze and Rice.

- The Asian Studies Committee will hold curriculum writing workshops to develop five new courses for the Asian Studies concentration of the Global Studies major and collaborate on the design of an interdisciplinary Introduction to Asia course. The members of the Asian Studies Committee are: Dr. Kenneth Foster, Political Science Department – [East Asian specialization]; Dr. Linda Johnson, History – [East Asian specialization]; Dr. Tamara Lanaghan, Religion – [South Asian specialization]; Dr. Susan Lee, Art – [East Asian and Southeast Asian specializations]; Dr. Tao Ming, Chinese – [East Asian specialization].

While each of the faculty members in the Asian Studies Committee is an Asianist, each was hired by their respective academic department to teach more broadly defined course work. As recently hired faculty (with one exception, Johnson has been at the college since 1980), their time has been devoted to developing courses that fulfill requirements for majors other than Asian Studies or Global Studies. The purpose of this curriculum development project, then, is to provide the financial resources and time to enable these faculty members to collaborate with the other Asianists and develop courses in their area of specialization. The workshops will take

place during the first year funded by the grant. There will be a preliminary workshop to review the syllabi of courses presently offered in the Asian Studies concentration and the existing Asian study abroad programs. The faculty members will then determine how their regional specialization and disciplinary methodology can best strengthen the Asian Studies program. Faculty will then work independently to develop a course and thereafter, re-convene to review each others' work and write new course proposals to present to the Curriculum and Core Curriculum Committees. Based on the understanding of the expanded and diversified Asian Studies Concentration, the Asian Studies Committee will again meet to collaborate on the development of an interdisciplinary Introduction to Asian Studies course. To the extent permitted by their home departments, instruction of the introductory course will rotate amongst members of the Asian Studies Committee. This collaboration will be important to prevent the single regional perspective or disciplinary perspective that is more likely to result if a single faculty member develops the introductory course. When a commonly-developed syllabus exists, individual faculty will not have to duplicate the effort of creating a new course. The collaboration will also provide an opportunity to obtain instructional materials that can potentially be used in other Asian Studies courses (e.g. maps, cultural artifacts, teaching journals like *Education about Asia* published by the Association of Asian Studies). A new course proposal will be submitted to the Curriculum and Core Curriculum Committees. The Introduction to Asia course would be piloted and evaluated during the second year of the grant.

OBJECTIVE TWO: Develop expertise on Asia among non-Asianist faculty to increase and diversify courses with an Asia studies component.

It will be necessary to develop knowledge of Asia amongst faculty who are not trained Asianists if there is to be a diverse Asian Studies concentration, a Global Studies major in which Asia is represented in all tracks, and professional programs that recognize the significance of Asia in the contemporary world. At present, the Asian Studies concentration is strengthened by courses offered by two faculty members, a philosopher and a political scientist, neither of whom are trained Asianists, but who sought professional development opportunities to develop their knowledge of Asia. The intent of these four faculty development programs is to develop expertise about Asia in members of the Concordia faculty, with the expectation that they will revise existing courses to address Asia.

The Global Scholars Program will capitalize on the existing relationships that Concordia has developed with Asian educational institutions (mostly institutions that provide Concordia's study abroad in Asia programs) to provide unique faculty development experiences. Electronic technologies including Wimba, Skype, and other web-based, computer-assisted methods of instruction would be used for collaboration between scholars in Asia and Concordia faculty. Scholars in Asia will use videoconferencing to provide workshops that would be of interest to a number of faculty members, for example on development issues.

Concordia has developed a program with Universidad de las Américas in Mexico City that serves as a model for the Global Scholars Program. In the Mexico program, Concordia faculty members use Wimba to provide lectures or lead discussions for classes at UDLA (members of the Asian Studies Committee have participated in this program). For the proposed faculty development program, the project director, with the assistance of Dr. Per Anderson, Chair of the Division of Global Education, will identify potential Asian Global Scholars to participate in the

program and match them with Concordia faculty who will collaborate with the Global Scholars to provide an Asian perspective in their course. In addition, the technological capacities of the Asian institutions must be ascertained.

Conversations with administrators at the United Independent College in Zhuhai, China have begun and it has already been determined that real-time videoconferencing will not be possible. The potential for Skype is being examined. Concordia faculty members will participate in workshops (taught by Concordia staff members in instructional media) on the relevant form(s) of technology to facilitate the role of the Asian Global Scholar in their course. Participating Concordia faculty will each submit a proposal outlining how they will make use of the expertise of the Asian Global Scholar. During the second year of the grant, faculty will pilot the proposed activity by incorporating Asian Global Scholars into their course and evaluate the effectiveness. Participating Concordia faculty will present a faculty workshop to prepare other Concordia faculty to participate in the Global Scholars Program and expand this program across campus. This faculty development program has the potential to significantly enhance the globalization of the Concordia curriculum.

Internship opportunities, initially for students in the Concordia Business School, will be developed at United International College in Zhuhai, China. Dr. Greg Cant, Dean of the Concordia Business School and Dr. Kenneth Foster, Chair of Global Studies, will spend two weeks at UIC, exploring business internship opportunities in the Pearl River region, identifying site supervisors, with the assistance of UIC staff, and negotiate expectations. This initiative is a part of the Business School's effort to develop global education opportunities for its students. The internships will be established using the standards of the Concordia's Office of Cooperative

Education, which administers both domestic and international internships for Concordia students. Advisors for the interns will be identified from the faculty of the Concordia Business School. The faculty development dimension of the project will occur for these Business School faculty advisors as they learn about their students' working experiences in China and then revise their courses to develop the skills and knowledge necessary for students to successfully complete internships in China. Service-learning opportunities are a hallmark of UIC; faculty and administrators of UIC are eager to assist Concordia in establishing service-learning and internship opportunities (UIC students are presently studying at Concordia). An internship program at UIC has the promise of expanding to other fields, including environmental studies and development studies.

The goal of the college's core curriculum, Being Responsibly Engaged in the World, requires faculty to understand the unique skills and knowledge necessary to function responsibly and effectively in different parts of the world. In order to familiarize Concordia faculty with the realities of working in Asia, the Asian Studies Committee will develop a network of recent Concordia alumni and alumni in the Luce Scholar Program who have work experience in Asia. Members of the Asian Studies Committee will work with the Concordia Alumni Office, the Concordia Career Center, and the Luce Scholar Program (the regional contact is in Minneapolis) to identify appropriate participants. The Committee will design and implement a survey to learn about how college courses and experiences can best prepare students to work in China. During the second year funded by the grant, three participants in the Asia alumni network will be brought (they will be selected on the basis of the insights they communicate in the survey with an effort to represent a diversity of work experience in Asia) to campus to lead a faculty

workshop in which they assist ten faculty members in revising their courses to better prepare students to work in Asia. The selection of these faculty members will be made to be broadly representative of departments and divisions on campus so they, in turn, can provide insights to their colleagues. Dr. Kenneth Foster, chair of Global Studies, who attended the ASIANetwork meeting this year, has made initial contact with the Luce Scholars Program, which has expressed interest in participating in this initiative.

To expand and diversify the number of courses that address Asian issues, the proposed project will include a faculty development project with multiple phases to provide six non-Asianists with appropriate expertise to revise their courses. Preliminary conversations have begun with faculty members to ascertain their interest in participating in this kind of professional development project (in which they would be making a significant time commitment), and the response has been very positive. In order to capitalize on Concordia's relationship with United International College (UIC) in Zhuhai, China, the focus of the faculty development project will be on the Pearl River Basin. During the fall of the first year of the grant, members of the Asian Studies Committee will plan a lecture series for faculty to acquaint them with contemporary China, in general, and the Pearl River Basin in particular, and develop interest in participating in the faculty development program. The series will include three lectures, one in the fall and two in the winter; these lectures will be open to the public and area middle and high school teachers will be especially invited. There is heightened interest in the study of China in Fargo public schools with the establishment of a Chinese language program and a sister-city exchange program. Six faculty will be selected, based on the extent of their interest, their disciplinary expertise, and their teaching field, in order to maximize a broad distribution of courses in the

curriculum (ideally, the core curriculum) that address Asian issues. Members of the Asian Studies Committee will plan and lead a reading seminar with the six faculty, in order to prepare them for travel to the Pearl River Basin/UIC during the following summer. Dr. Ken Foster will lead the two-week travel seminar in China. Activities for the travel seminar will be planned by Dr. Foster and faculty/staff members of UIC. During the two weeks, the six faculty members will have the opportunity to interact with UIC faculty and students whose research and teaching fields are most similar to theirs. Funds are sought from the grant for these six faculty members to purchase teaching materials that will facilitate the revision of their courses. Following their return, the six faculty members will each devise, with the assistance of members of the Asian Studies Committee, an individualized course of study that will enable them to revise one or more of their courses to address contemporary Chinese issues from the perspective of the Pearl River Basin. During the second year of the grant, these six faculty members will begin teaching their revised courses and the program will be evaluated. In some respects, this faculty development program is similar to one sponsored by the Knight Foundation for Concordia faculty in the 1990s – that grant took faculty to India, South Africa, and Central America; it has had long-term benefits for internationalizing the Concordia curriculum and international education programs.

e. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and the elderly.

Concordia College is an inclusive community welcoming to campus students, faculty and members of the public from all backgrounds and perspectives. The college is committed to providing participation and access in a non-discriminatory manner. It is the policy of Concordia College to provide equal opportunity for all qualified persons in its educational programs and

activities. The college does not discriminate on the basis of race, creed, color, national origin, age, sex, sexual preference, or physical handicap in the education program it operates. Concordia offers support services to students in need of assistance to succeed in higher education.

2. Quality of Key Personnel

a. Project Directors

Dr. Linda Johnson, Chair of the Asian Studies Committee, Chair of the Department of History, and Professor of History, will serve as Co-Project Director, which will require 1/6 of her time during the academic year and one month in the summer during the first year of the project. Dr. Johnson joined the Concordia faculty in 1980. She has conducted research in Japan on the topics of the commercialization of agricultural production in the early modern period and the establishment of institutions of higher education for women in the modern period. She has led multiple international (study abroad) education programs in Asia. She is fluent in Japanese. She has held administrative positions at Concordia, including Associate Dean of the College. Professor Johnson has received the Asiatic Society of Japan Award.

Dr. Kenneth Foster, Chair of the Global Studies Program and Assistant Professor of Political Science, will serve as Co-Project Director, which will require 1/6 of his time during the academic year and one month during the summer during year two of the project. Dr. Foster jointed the Concordia faculty in 2007; previously, he taught at the University of British Columbia**.** Professor Foster holds a master's degrees from Indiana University (East Asian Studies) and both a master's and doctorate from the University of California – Berkeley (political science). He has conducted research in China on the topics of environmental governance, policy

and administrative innovation, democratic governance, and NGOs and philanthropy. He has been named as a Fellow in the Public Intellectuals Program of the National Committee on United States- China Relations. He is fluent in Chinese (Mandarin). Dr. Foster has been a member of a delegation of Concordia faculty and administrators, including President Pamela Jolicoeur, to United International College in Zhuhai, China.

Other Key Personnel

Dr. Mary Rice, Chair for the Division of Language, Literature and Culture has a doctorate in Spanish Language and Literature from the University of Iowa. Dr. Rice has thirty years of foreign language teaching experience. Dr. Rice has served on the Concordia Curriculum Committee and the International Education Committee. In 2002, Dr. Rice created a semester study abroad program in Segovia, Spain and serves as the director of both this program and a long standing program at Universidad de Navarra. The Semester in Segovia program immerses students in the language, culture and lifestyle of Spain while studying at the Center of Hispanic Studies.

Dr. Christine Schulze, Vice President for International Development and Executive Director of Concordia Language Villages, has a Juris Doctorate from University of Minnesota. Dr. Schulze is the Vice Chair of the Board for the Alliance for International Education and Cultural Exchange, a member of the Advisory Board for the Center for Advancement Research on Language Acquisition (CARLA) at the University of Minnesota and a member of the US-Norway Forum. In 1989, Dr. Schulze became the Executive Director of CLV and oversees all its educational and operational activities. Ms. Schulze's area of research is language acquisition.

The following faculty are members of the Asian Studies Committee: Dr. Linda Johnson (Project Director); Dr. Kenneth Foster (Project Director); **Dr. Tao Ming**, Assistant Professor of Chinese has a doctorate of Chinese Linguistics from University of California, Los Angeles and joined the faculty in 2008; **Dr. Tamara Lanaghan**, Assistant Professor of Religion, joined the Concordia faculty in 2006. She received a master's in South and Southeast Asian Studies (Sanskrit Language and Literature) from the University of California – Berkeley and a doctorate in Religion, Harvard University. **Dr. Susan Lee**, Assistant Professor of Art History, joined the Concordia faculty in 2008. She received a doctorate from the University of Michigan – Ann Arbor (History of Art, Japanese Art).

b. Show, as part of the institution's non-discriminatory employment practices, how applications for employment from underrepresented groups will be encouraged.

Concordia is an Equal Opportunity Employer with a strong institutional commitment to the development of a climate that supports equality of opportunity and respect of differences based on gender, ethnicity, or disability. The college advertises an interest in receiving applications from individuals who would contribute to the diversity of our faculty, including underrepresented groups.

3. <u>Budget and Cost Effectiveness</u>

a. Demonstrate how the budget supports the project activities by providing a detailed breakout for each year for which Federal Funding is requested.

Concordia is requesting $172,117 in federal funds for two years of project support. The following table provides details on the budget for the August 2009-August 2011 grant year. Further details on each expense category are included in the attached budget narrative.

BUDGET TABLE

	YEAR ONE: 2009-2010		YEAR TWO: 2010-2011	
	US Ed Dept.	**Concordia**	**US Ed Dept.**	**Concordia**
Personnel	**38,050**	**55,615**	**31,950**	**49,770**
Fringe Benefits (27%)	**2,632**	**15,016**	**2,093**	**13,438**
Fringe Benefits * (7.65% FICA)	**2,165**	**0**	**1,851**	**0**
Travel	**17,838**	**1,300**	**39,938**	**1,300**
Equipment	**0**	**0**	**0**	**0**
Supplies				
Curriculum resources -4 academic year/3 May semester courses	10,000	1,000		1,000
Pearl River Travel Instructional materials for pre-travel seminar			1,000	
Wimba subscription costs		20,000		20,000
Subtotal Supplies	**10,000**	**21,000**	**1,000**	**21,000**
Other				
AsiaNetwork membership fee		300		300
Registration fees-AsiaNetwork Conference	200	200	0	200
Registration fees-ACTFL OPI training	850			
Faculty Development speakers 2 per semester/$500 honorarium	2,000		2,000	
Alumni & Luce Fellows honorarium; 4 @ $500			2,000	
Outside Program Evaluator	2,400		2,400	
Subtotal Other	**5,450**	**500**	**6,400**	**500**
SUBTOTAL	**76,135**	**93,431**	**83,232**	**86,008**
Indirect Costs (8%)	6,091	7,474	6,659	6,880
Total Costs	**82,226**	**100,905**	**89,891**	**92,888**

b. Discuss the project's cost effectiveness and show the relationship between the cost and the project's objectives.

College administrators and faculty are adept at providing high quality programming in a cost effective manner. The primary project objective is to build a comprehensive and innovative Asian Studies program at Concordia College through proposed faculty and curriculum development. All of the project costs will support human resources, activities, and expenses related to the successful achievement of this objective.

The project's primary objective is to build the Asian Studies program at Concordia College through faculty and curriculum development. Personnel involved in the project will oversee and implement activities to facilitate this goal. College faculty will work with CLV faculty to develop an effective curriculum for college students. Travel included in the budget will allow for faculty to facilitate instruction at the CLV's northern Minnesota facilities. The budget includes funds for the Project Director and faculty member to attend the mandatory grant workshop. In addition, faculty will travel to China to set up study abroad and internship opportunities for students as well as to develop a greater understanding of China. Supplies utilized for this project will enhance the curriculum by providing reference materials and cultural artifacts to enhance student learning. ACTFL OPI training of the Chinese Professor will strengthen the evaluation of student learning and therefore the newly developed curriculum. All of these activities will support the objective of building the Asian Studies program.

4. <u>Adequacy of Resources</u>

Concordia College has the resources and technology to offer state-of-the-art language training. College computer labs are equipped with foreign language software to assist students in language acquisition. The college provides all necessary classrooms, office and meeting spaces to accommodate additional coursework developed through this grant. Technology-enhanced

classrooms facilitate the use of multimedia courseware, presentations, web resources, stimulations, media and other resources in the teaching and learning process. In addition, our faculty include native speakers for students engaged in language learning. The Wimba Classroom is an online teaching and learning tool that brings people together in a synchronous, web-based environment. Groups can share listen via a telephone or computer, see each other via video, and collaborate using real-time screen sharing and whiteboard tools. All communication can be archived for later playback. Wimba is an affordable and convenient way to bring guest speakers from around the world into our classrooms, and to extend other just-in-time learning opportunities to students when they are not in our classrooms. Access and logins to Wimba are seamlessly integrated into Moodle, the campus course management system.

The Language Villages facilities, which are owned and operated by Concordia College, have been designed to effect a language and cultural immersion experience. Six fully winterized year-round Villages are located on an 875-acre tract of land, with 3 ½ miles of shoreline near Bemidji, MN. These unparalleled educational facilities enhance language acquisition on behalf of the participants, as the site itself is an integral part of the educational experience. Each Village site consists of a series of cabins, classrooms, activity buildings, and dining hall, all situated in a pristine, North Woods environment on the shores of Turtle River Lake. All Village sites have wireless capabilities, with computer access.

Project participants will have the opportunity to participate in four-week experiences in immersion language and culture activities. The Language Village's comprehensive approach provides participants with natural opportunities to hear and speak language in culturally enriched

settings. Students will be surrounded by language throughout their stay as they experience the food, music, sports, art, history and traditions of China, Korea, or Japan.

5. Plan of Evaluation

a. Provide a plan for evaluating the effectiveness of the project

The project will be evaluated by Dr. Teodora Amoloza, Executive Director of the ASIANetwork, a consortium of liberal arts colleges promoting Asian Studies. Professor Amoloza has experience as a consultant/external reviewer through the ASIANetwork Consultancy Program. She is Professor of Sociology at Illinois Wesleyan University, and formerly served as the Director of their International Studies Program.

Professor Amoloza visited Concordia in January, 2009. Based on interviews with students, Asian Studies faculty, and administrators associated with the college's global education program, she made recommendations that have shaped our proposed project. Her visit represents a baseline in our efforts to strengthen Asian Studies at Concordia. Professor Amoloza will serve as the evaluator of this project. She will review course syllabi, quantitative data from global education surveys, and qualitative data from student and faculty interviews to ascertain the quality of the Asian Studies Program. Dr. Mary Rice will be responsible for insuring the implementation of evaluation tools in all credit-bearing language experiences. Dr. Tao Ming will conduct Oral Proficiency Interviews to assess students' speaking ability at key developmental points in the curriculum.

b. Indicate the criteria used to evaluate the results of the project.

Newly developed courses in Asian Studies and Chinese will be evaluated by submitting courses for the approval of the Curriculum and Core Committees and the Faculty Senate, as

required by Concordia College policy. Courses piloted during the project, as well as courses taught by faculty who have revised their courses as the result of participating in this project, will be evaluated with the college's standard course evaluation and a supplementary Global Education Questionnaire which has been used previously to evaluate the effectiveness of faculty development projects designed to promote global education at Concordia. Students who participate in the pilot of internships in China will be evaluated using the standard forms of the college's Cooperative Education Office, which supervises internships.

For Chinese courses, students' language acquisition will be evaluated through Oral Proficiency Interviews (OPIs) and self assessment tools used to measure student motivation, cultural understanding and comfort level with Chinese. For the Chinese, Japanese, and Korean piloted immersion courses, the criteria used will be the ACTFL Proficiency Guidelines for Speaking. Student levels of proficiency prior to immersion experiences (at CLV and abroad) will be compared to levels after the completion of the immersion experience.

c. Describe the methods of evaluation. Describe the kinds of data to be collected and analyzed. Will this provide an evaluation that is objective and quantifiable? Indicate how results will be used to shape the development of the project.

Chinese Language Courses: The proposed project includes an investment in the training and Oral Proficiency Interview (OPI) certification of the Chinese professor, Dr. Ming. The ACTFL OPI, a standardized procedure for the global assessment of functional speaking ability is a testing method which measures how well a person speaks a language by comparing their performance of specific language tasks with the criteria for each of ten proficiency levels described in the ACTFL Revised Proficiency Guidelines-Speaking, published by ACTFL in 1999. Once trained,

the Chinese Professor will test the proficiency of Chinese language students at appropriate times during their course of study. Oral Proficiency Interviews provide a direct measure of students' speaking ability and a basis for comparison between those who participate in the CLV immersion experience and those who do not. An additional evaluation tool to be utilized is the CLVisa, a recently developed LinguaFolio project based on the European Language Portfolio, which enables learners to assess their language progress via the modes of communication of the National Standards for Foreign Language Learning. This tool is a self-assessment of language learning progress designed to help students at CLV reflect on their learning, track progress, and set realistic goals for continued learning. Evaluation results will be used by project administrators and faculty to compare the impact of traditional classroom instruction, CLV immersion experiences, and study abroad on student language acquisition. Research results will help shape course development and refine teaching strategies to maximize student learning. Results will guide continued development of immersion experiences to maximize language acquisition.

Asian Studies Courses and Revised Courses (taught by faculty participating in the project): Data to evaluate courses include Concordia's standardized course evaluation form (which includes quantifiable data; attached in Appendices), Concordia's Global Education Questionnaire (which includes quantifiable data; attached in Appendices), the final research projects of Global Studies majors, and interviews of focus groups of students who have completed the Asian Studies concentration and those who have completed other tracks of the Global Studies majors (students will be interviewed in the fall of 2009 to serve as a baseline). Research papers and interviews will be reviewed to ascertain the extent to which the students have achieved the Goals

for Liberal Learning (the learning outcomes for the core curriculum, “Being Responsibly Engaged in the World”) and the student learning outcomes established for the Global Studies major (attached in Appendices).

Internships: Evaluation of internships is conducted by the Cooperative Education Office. Students who participate in internships, along with the on-site supervisor, and the faculty advisor identify appropriate learning goals at the beginning of the internship. In the middle of the internship, and again at the end, the student intern completes a self assessment (which includes quantifiable data; attached in Appendices) and the on-site supervisor completes an assessment (which includes quantifiable data; attached in Appendices). Based on this data, supplemented by interviews or written evaluations, the faculty advisor evaluates the extent to which the student intern has accomplished the learning goals established at the beginning of the internship. This data on the internships established in China can then be compared to the evaluation data of other internships in which Concordia students have participated.

It is our expectation that the evaluation data will be used to develop effective models of faculty development and curriculum development for the Global Studies major. Asian Studies is the first of the area studies concentrations in the Global Studies major to have an infusion of new faculty and, as a result, the first to be identified for curriculum and faculty development. In the future, successful aspects of the program will be replicated to strengthen the other area studies concentrations of the major. Similarly, the Asian languages are the first to be taught with the resources of the CLV. It is anticipated that the approach to language instruction designed in this project will be replicated to enable Concordia to teach other critical languages (including Arabic and Russian) taught at Concordia Language Villages.

d. Describe or provide examples (in the appendices) of evaluation tools. Present a proposed timetable for conducting evaluations.

Language Evaluation Tools: Examples of language evaluation tools are provided in the appendices. The evaluation examples are currently used in other language coursework and will be modified to reflect Chinese language study. They include ACTFL Proficiency Guidelines for Speaking and an example of the CLVisa, a self-evaluation tool appropriate for all education levels.

Course Evaluation Tools: Examples of Concordia's standard course evaluation form, Concordia's Global Education Questionnaire, the Goals for Liberal Learning (student learning goals for the core curriculum, "Being Responsibly Engaged in the World") and the student learning goals for the Global Studies major are provided in the appendices.

Internship Evaluation Tools: Examples of Concordia's standard assessment forms for internships are provided in the appendices.

Timetable for Evaluation

Chinese Language Courses:

Fall, 2009	Chinese professor will evaluate oral proficiency of all students enrolled in Chinese 211 and 311 at the beginning of the semester, to serve as a baseline of comparison; students in Chinese 111 and 211 will be introduced to the CLVisa and asked to track their progress throughout their Chinese studies.
Spring, 2010	Chinese Professor will evaluate oral proficiency of all students enrolled in Chinese 112 and 212 at the end of the semester.

Fall, 2010 Chinese professor will evaluate oral proficiency of all students enrolled in Chinese 211 and 311 at the beginning of the semester; analysis of oral proficiency ratings of students who participated in the May immersion at CLV will be compared to the levels of those who did not to determine to what extent the immersion experience accelerated language acquisition.

Asian Studies Courses

Fall, 2009 Interviews with Asian Studies concentration students and global studies majors to serve as a baseline

Spring, 2010 Course evaluations; and following semesters when the courses are taught; exit interviews with graduating Asian Studies concentration students and global studies majors

Spring, 2011 Exit interviews with graduating Asian Studies concentration students and global studies majors

Spring, 2012 Exit interviews with graduating Asian Studies concentration students and global studies majors

Courses Revised to Include an Asian Component:

Fall, 2011 Course evaluations and following semesters when the courses are taught

Internships:

Summer, 2011 Student assessments, on-site supervisor assessments, and faculty advisor Assessments, and following semesters

6. Commitment to International Studies

a. Strength of Institution

In recent years, Concordia College has made strengthening its course offerings in International Studies a critical priority: a new interdisciplinary major was created, a major in Chinese language was added, new study abroad programs were developed, and the Core Curriculum was refashioned so that students would have more exposure to global perspectives. Currently, the College offers 57 courses that meet curriculum requirements to serve as International and Global Perspectives courses which fulfill the core curriculum requirement for international studies. Approximately 20 additional courses are focused on international studies. In 2003-2004, the Global Studies Program was created to serve as the center for the interdisciplinary study of global issues, cultural diversity, and regional affairs. Faculty from a wide range of departments worked to identify courses that could be included in the program and to create new courses that would serve the goals of the program. All Global Studies majors take two common introductory courses and then participate in the program's senior capstone seminar. Students choose one of five concentrations within the major: Global Systems and Issues, Worlds in Dialogue, Asian Studies, European Studies, Latin American Studies, or Scandinavian Studies. Course offerings at the college are now sufficient for the addition of several new concentrations, a step that will be completed within the next year. The new concentrations will be Development Studies, Global Environmental Politics, African Studies, and Middle Eastern Studies. Each of the regional studies concentrations are well-supported by language courses (Chinese, French, German, Scandinavian, and Spanish are currently offered on campus). The college also has a major in

International Business, which operates in cooperation with the Global Studies Program and language departments.

Asian Studies is one of the college's strategic priorities. Five years ago, the college had only one trained Asianist. It now has five Asianists (in Art History, Chinese, History, Political Science, and Religion) and a number of other faculty who have more limited expertise (in areas including U.S.-China relations, Asian philosophy, Asian business and commerce, and South Asian society), giving students a wide range of courses from which to choose. An assistant professor of Chinese was hired in 2008, and a major in Chinese was approved this Spring. The college has also pursued a close partnership with China's United International College, a private liberal arts college with an English-based curriculum, opening up unique opportunities for students to study and engage in internships in China.

The college's new Core Curriculum embodies Concordia's commitment to internationalizing the entire curriculum. Put into place for the 2007-2008 academic year, the curriculum has as its explicit goal the preparation of students to be responsibly engaged in the world. The process of including courses into the core curriculum has prodded faculty across the courses international and global perspectives.

b. Explain how faculty and administrators have been involved in the planning for the implementation of the proposed program.

Together, the Divisions of Academic Affairs – Division for Language, Literature and Culture and Concordia Language Villages will plan and implement the program for Chinese (Mandarin) language instruction on campus. It is the first time that these two divisions have cooperated in the hiring of a key faculty member, Professor Tao Ming, who will teach both

on campus and in the Chinese Language Village. A major in Chinese has been approved by the required faculty committees: Curriculum, Core Curriculum, and the Faculty Senate. The Asian Studies Committee members have engaged in identifying the strategies for strengthening the Asian Studies program.

The Office of Global Education, the Asian Studies Committee, and the Dean of the Concordia School of Business have been developing Concordia's relationship with United International College in Zhuhai, China.

c. Describe the institutional commitment to the establishment, operation, and continuation of the program as demonstrated by optimal use of available personnel and other resources.

In recent years, the college has made significant investments in Asian Studies by hiring faculty whose area of expertise is Asia: Professors Lanaghan (Religion, 2005), Foster (Political Science, 2007), Ming (Chinese, 2008), and Lee (Art History, 2008). Additionally, the Office of Global Education has been developing multiple approaches to cooperation with United International College in Zhuhai, China. The activities outlined in this grant project will capitalize on these significant investments by fully using the expertise of these faculty members to strengthen the Asian Studies program, contribute an Asian Studies perspective to the core curriculum, develop additional opportunities in Asia for the international (study abroad) education program, and provide Asia-related faculty development opportunities for Concordia faculty, as well as K-12 educators in the region.

d. Show level of institutional commitment as demonstrated by the use of institutional funds to support program objectives.

Concordia College is committing $193,793 in institutional funds to support the proposed program. College funds will support the administrative oversight costs for the grant to include the Co-Project Directors academic year and summer salary and administrative staff. Concordia will contribute travel funds for a faculty member to participate in the ASIANetwork conference for each year of the grant, licensing and support for Wimba, course evaluation by the Director of Institutional Research, informational technology support by the Instructional Designer, and administrative support by the Vice President for International Development, Chair of the Division of Global Education, and Chair of the Division of Language, Literature and Culture.

7. <u>Elements of Proposed International Studies Program</u>

a. Describe how proposed activities contribute to the implementation of a program in international studies and foreign languages.

By strengthening the Asian Studies Program and successfully establishing a major in Chinese (Mandarin), the activities in the proposal will provide a blueprint for strengthening other area studies concentrations (there are four others) within the Global Studies Program and introducing critical languages into the Concordia curriculum.

With the addition of new faculty members, the college has the opportunity to develop a distinctive Asian Studies Program, characterized by expertise in East Asia, South Asia, and Southeast Asia. It should be noted that while these faculty have expertise in Asia, each was hired to be a generalist within their departments; thus, participation in the development of the Asian Studies Program is one of *many* responsibilities they must address as new faculty members.

b. **Interdisciplinary aspects of the program.**

With the recent addition of new faculty, the Asian Studies Concentration of the Global Studies major is increasingly multidisciplinary and interdisciplinary. With the collaborative development of the Introduction to Asian Studies proposed in this project, the required course for all Asian Studies concentration student will be clearly interdisciplinary – even though it will be taught by a single member of the Asian Studies Committee. By expanding and diversifying the Asian Studies Concentration, the Global Studies major will potentially incorporate more diverse disciplinary perspectives.

The Global Studies major, itself, is interdisciplinary. There are two required, interdisciplinary introductory courses. G.S. 117: Systems, Policies, and Institutions: An Introduction to Global Studies is an interdisciplinary course representing social science methodology. And G.S. 118: Culture, Identity and Dialogue: An Introduction to Global Studies is an interdisciplinary course representing the methodology of the humanities. The capstone research seminar is team-taught by two faculty, one from the social sciences and one from the humanities, to provide an interdisciplinary perspective to the significant global issue addressed in the course.

b. Number of new and revised courses will be adequate to meet programming needs.

The focus of new courses will be in Chinese (Mandarin) to enable Concordia to offer a major in Chinese. New and revised courses in the Asian Studies Concentration, primarily offered by members of the Asian Studies Committee, will offer a more diverse, better balanced Asian Studies program for students in the Global Studies major and reflect the expertise of new faculty. A revision of the Introduction to Asian Studies course, required for all students in the Asian Studies Concentration of the Global Studies major, will provide these students with a more

coherent program – this is the course where they will be introduced to the multiple regions within Asia and where they will develop an understanding of how multiple disciplinary perspectives enhance our understanding of a cultural region.

c. Adequacy of plans for improving and expanding language instruction

With respect to Chinese language instruction, the proposal calls for the development of three upper-level courses to be taught on the Concordia campus and a semester program at the University of Sichuan. Together, these courses will enable Concordia to offer a major in Chinese (Mandarin).

The proposal also calls for the development of one-month, intensive, cultural immersion courses in Chinese, Japanese, and Korean, to be taught at the Concordia Language Villages. These courses will expand the Asian languages offered by the College.

8. <u>Need for and Prospective Results of the Proposed Program</u>

a. Explain how the proposed activities are needed.

The political, social and economic eyes of the United States are locked on Asia, and it has become clear that the nation must advance a new set of global skills that include understanding world languages and cultures if it is to retain its edge in an increasingly interconnected world. The importance of Asia is widely recognized as described in *U.S. and International Language News* (October, 2006):

> Asia's rise is being recognized as one of the central facts of the 21st century according to the Asia Society. China alone accounted for one-third of the global economic growth in recent years. Total U.S. trade with China exceeded $245 billion in 2004, second only to trade with Canada and Mexico.

The benefits of studying world languages and global studies are many and well known. It can broaden students' views of the world, improve their knowledge of their own language, improve their skills in other subjects such as mathematics, expand cultural awareness and sensitivity, and broaden future employment opportunities. In a world where our economic and diplomatic success depends on mutual respect and cultural understanding, it is vital that American students learn more about Asia. The proposed activities will enable Concordia to offer a major in the most widely spoken Asian language, with additional cultural immersion courses in Japanese and Korean. It is particularly important to offer an introductory Japanese course to enable Concordia students to be eligible to participate in the college's year-long, Japanese language program at Kanda University in Tokyo. At present, students are unable to begin their Japanese language study at Concordia.

The Title VI funds will enable the college to fully use the expertise of new Asianist faculty in order to provide a coherent, multi-regional, interdisciplinary Asian Studies Concentration within the Global Studies major.

b. Implementation of a program in international studies and foreign languages.

Federal funds will make possible the implementation of a Chinese major in one year, an expanded and diversified Asian Studies concentration with an interdisciplinary Introduction to Asian Studies within two years, and the expansion and diversification of courses addressing Asia within two years. Without Federal funding, it is unlikely that the proposed courses will be developed during the stated time periods.

c. Significant contribution to the improvement in teaching of international studies or modern foreign languages at the undergraduate level.

The proposal includes activities that would make a significant improvement in the teaching of modern foreign languages at the undergraduate level. The proposal includes activities for teaching critical languages, combining the strengths of traditional classroom pedagogies with immersion techniques, especially emphasizing instruction in the culture. In addition, there are activities that would explore opportunities to teach critical languages to multiple age groups, using native speakers. These activities are potentially replicable.

The proposal includes activities that would make significant improvement in the teaching of international education at the undergraduate level. The proposal includes activities that are particularly significant and replicable at other undergraduate institutions. These include a model for developing expertise in Asia among non-Asianists – including support for developing research projects and teaching opportunities in Asia. The proposed Global Scholars Program will demonstrate methods of using cutting-edge technology to internationalize college campuses.

9. <u>Need for and Potential Impact of the Proposed Program in Improving International Studies and the Study of Modern Foreign Languages at the Undergraduate Level</u>

Not applicable

10. <u>Competitive Program Priorities</u>

The proposed project meets Invitational Priority 2 as it proposes the assessment of student foreign language competency in Chinese (Mandarin), Japanese and Korean. The project also meets Invitational Priority 4 as it focuses on three Less Commonly Taught Languages: Chinese (Mandarin), Japanese, and Korean.

CONCORDIA COLLEGE
MOORHEAD MINNESOTA

April 29, 2009

Christine M. Corey
Senior Program Officer
International Education Programs
U.S. Department of Education
1990 K Street, NW, Suite 6000
Washington, DC 20006-8521

Dear Ms. Corey:

Concordia College is pleased to submit a proposal to the U.S. Department of Education Undergraduate International Studies and Foreign Language (UISFL) program. Our project, *Integrating Key Assets to Build a Comprehensive Asian Studies Program at Concordia College*, addresses three critical college Strategic Plan initiatives: a) to deliver the Concordia experience at a new level of excellence; b) to strengthen marks of program quality in international studies; and c) to strengthen connections between college life and students' futures. The proposed program will strengthen Concordia's Asian Studies program through faculty and curriculum development.

Concordia is strategically placed to provide a high quality program in undergraduate Asian Studies and to ensure that students graduate with strong skills in language and culture. In 2008, we hired Dr. Tao Ming and launched our college-level Mandarin Chinese minor. For nearly 50 years, Concordia Language Villages, a division of the college, has provided pre-collegiate study of foreign language to students aged 7 to 18 from all 50 of the United States. Concordia has a strong history of providing exceptional collegiate language instruction and study abroad experiences. Our commitment to international education is nationally recognized. The most recent Open Doors report ranks Concordia 12th in the total number of study abroad students in baccalaureate institutions and the College received the 2006 NAFSA Paul Simon Award for Campus Internationalization.

On behalf of Concordia College, I endorse and encourage your support of this grant proposal.

Sincerely,

Mark J. Krejci, Ph.D.
Vice President for Academic Affairs and
Dean of the College

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ACTFL Proficiency Guidelines—Speaking
Revised 1999

Karen E. Breiner-Sanders
Georgetown University, Middlebury College

Pardee Lowe, Jr.
U.S. Department of Defense

John Miles
Educational Testing Service

Elvira Swender
American Council on the Teaching of Foreign Languages

Preface

The ACTFL Proficiency Guidelines — Speaking (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the ACTFL Guidelines were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the Provisional Guidelines (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the ACTFL Proficiency Guidelines published in 1986.

After additional years of oral testing and of interpretation of the Guidelines, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and

Acknowledgments

ACTFL is indebted to the following individuals who contributed to the original ACTFL Proficiency Guidelines Project of 1986: Heidi Byrnes, James Child, Nina Patrizio, Pardee Lowe, Jr., Seiichi Makino, Irene Thompson, and A. Ronald Walton. Their work was the foundation for this revision project.

We would also like to thank the following committee members and reviewers who generously gave of their time and expertise during the current revision process: Lucia Caycedo Garner, Helen Hamlyn, Judith Liskin-Gasparro, Arthur Mosher, Lizette Mujica Laughlin, Chantal Thompson, and Maureen Weissenreider.

The Revision of the ACTFL Proficiency Guidelines was supported by a grant from the United States Department of Education International Research and Studies Program.

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refine the Guidelines, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the Proficiency Guidelines — Speaking are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the Guidelines.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the ACTFL Guidelines do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines — in descending rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the Guidelines is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for Advanced Mid and Advanced Low are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these Guidelines from previous versions. The Guidelines are accompanied by a Chart of Summary Highlights intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the ACTFL Proficiency Guidelines—Speaking is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of on-going discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the Guidelines' utility to the language teaching and testing community in the years to come.

Superior

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

Advanced High

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at

that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

Advanced Low

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics

associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Intermediate High

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Intermediate Low

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Novice High

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

Novice Mid

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

Chart

SUMMARY HIGHLIGHTS
ACTFL PROFICIENCY GUIDELINES—SPEAKING (REVISED 1999)

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
Superior-level speakers are characterized by the ability to: • participate fully and effectively in conversations in formal and informal settings on topics related to practical needs and areas of professional and/or scholarly interests • provide a structured argument to explain and defend opinions and develop effective hypotheses within extended discourse • discuss topics conceretely and abstractly • deal with a linguistically unfamiliar situtation • maintain a high degree of linguistic accuracy • satisfy the linguistic demands of professional and/or scholarly life	Advanced-level speakers are characterized by the ability to: • participate actively in conversations in most informal and some formal settings on topics of personal and public interest • narrate and describe in major time frames with good control of aspect • deal effectively with unanticipated complications through a variety of communicative devices • sustain communication by using, with suitable acccuracy and confidence, connected discourse of paragraph length and substance • satisfy the demands of work and/or school situations	Intermediate-level speakers are characterized by the ability to: • participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment • create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences • obtain and give information by asking and answering questions • sustain and bring to a close a number of basic, uncomplicated communicative exchanges, often in a reactive mode • satisfy simple personal needs and social demands to survive in the target language culture	Novice-level speakers are characterized by the ability to: • respond to simple questions on the most common features of daily life • convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases • satisfy a very limited number of immediate needs

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The History of the European Language Portfolio

The European Language Portfolio was created and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. The portfolio was initiated on a pan-European level during the European Year of Languages in order to support the development of learning multiple languages and cultures. The Council of Europe has two main objectives within the European Language Portfolio: first, the Council wishes to motivate learners by acknowledging their efforts to extend and diversify their language skills and cultural experiences at all levels; second, the Council wishes to provide a record of the linguistic and cultural skills acquired by language learners.

The History of the LinguaFolio

The LinguaFolio is based on the objectives of the European Language Portfolio with the needs of United States educational system in mind. It allows those who are learning or have learned a language at school or outside of school to record and reflect on their language learning and cultural experiences. It also enables learners to set personal language goals and document their progress towards reaching these goals. It is a tool that can accompany language learning throughout life. Concordia Language Villages has created the Concordia Language Visa (CLVisa) for all villagers and staff members. The CLVisa is divided into two booklets: The blue booklet, My Language Journey, is an ongoing record of language learning progress over the summers at the Villages and throughout life. The green booklet, Imagine 2008, provides space to document this summer's experiences at the Villages.

CONCORDIA LANGUAGE VILLAGES
A program of Concordia College, Moorhead, Minnesota USA

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www.ConcordiaLanguageVillages.org

PR/Award # P016A090069

JOURNEY

CONCORDIA LANGUAGE VISA

MY LANGUAGE JOURNEY

A LinguaFolio NCSSFL Project

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The Concordia Language Villages program does not discriminate or deny benefits to its USDA Child Nutritional Programs on the basis of race, creed, color, national origin, age, sex or physical handicap and is in full compliance with Title IX of the Educational Amendments of 1972.
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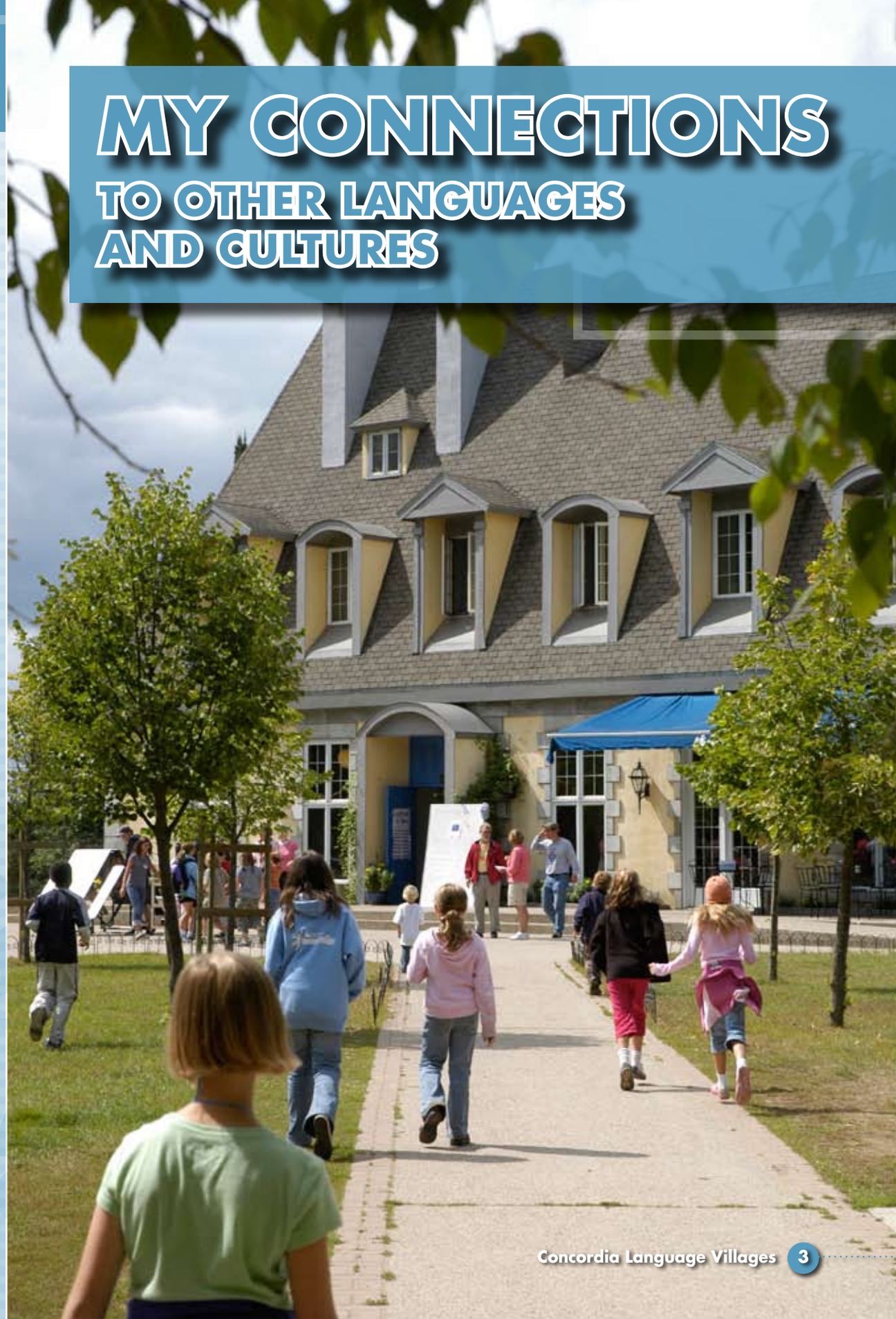
MY CONNECTIONS
TO OTHER LANGUAGES AND CULTURES



MY SUMMERS AT CONCORDIA LANGUAGE VILLAGES

YEAR	VILLAGE	SESSION TYPE (1-WK, 2-WK, CREDIT, ETC.)

CABIN	MY NAME	PROGRAMS/ACTIVITIES I REMEMEBER

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LANGUAGES I ALREADY KNOW!

Languages I know	I have spoken this language for this long	I learned this language: (at home, school, etc.)

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CONCORDIA LANGUAGE VISA
My Connections to Other Languages and Cultures

Here Are Languages I Already Know

HERE'S WHAT I CAN SAY IN THESE LANGUAGES ...

	Language	Language	Language
I can say how I am feeling.	YES ○	YES ○	YES ○
I can tell time.	YES ○	YES ○	YES ○
I can sing a song.	YES ○	YES ○	YES ○
I can count from 1-20.	YES ○	YES ○	YES ○
I can say what color something is.	YES ○	YES ○	YES ○
I can say where I live.	YES ○	YES ○	YES ○
I can say the alphabet.	YES ○	YES ○	YES ○
I can name my favorite foods.	YES ○	YES ○	YES ○
I can say the days of the week.	YES ○	YES ○	YES ○
I can name some animals.	YES ○	YES ○	YES ○
I can count from 21-50.	YES ○	YES ○	YES ○
I can say what the weather is like.	YES ○	YES ○	YES ○
I can say please and thank you.	YES ○	YES ○	YES ○
I can say hello and goodbye.	YES ○	YES ○	YES ○
I can say how old I am.	YES ○	YES ○	YES ○
I can name my family members.	YES ○	YES ○	YES ○

I CAN ASK OTHERS...

their name.	YES ○	YES ○	YES ○
where they live.	YES ○	YES ○	YES ○
how they are feeling.	YES ○	YES ○	YES ○
where they are going.	YES ○	YES ○	YES ○
what they want to do.	YES ○	YES ○	YES ○
if they want something.	YES ○	YES ○	YES ○
what the weather is like.	YES ○	YES ○	YES ○
what time it is.	YES ○	YES ○	YES ○

I HAVE SEEN OR HEARD THESE THINGS IN ANOTHER LANGUAGE:

WRITE DOWN WHERE YOU SAW THE FOLLOWING ITEMS AND WHAT LANGUAGE WAS USED.

MENU

LANGUAGE:

WHERE:

FLAGS

LANGUAGE:

WHERE:

COIN/PAPER MONEY

LANGUAGE:

WHERE:

PUBLIC SIGN

LANGUAGE:

WHERE:

MOVIE

LANGUAGE:

WHERE:

BOOK OR MAGAZINE

LANGUAGE:

WHERE:

DANCE

LANGUAGE:

WHERE:

GAME

LANGUAGE:

WHERE:

TV PROGRAM

LANGUAGE:

WHERE:

NEWSPAPER

LANGUAGE:

WHERE:

WORDS ON CLOTHING

LANGUAGE:

WHERE:

SONG

LANGUAGE:

WHERE:

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CONNECTING WITH THE WORLD...

I have met people who speak these languages:

I have family members who come from these countries and use these languages:

My favorite phrase in another language:

In the future I would like to learn these languages:

I have visited these countries where these languages are spoken:

I have friends or e-mail pals who speak these languages:

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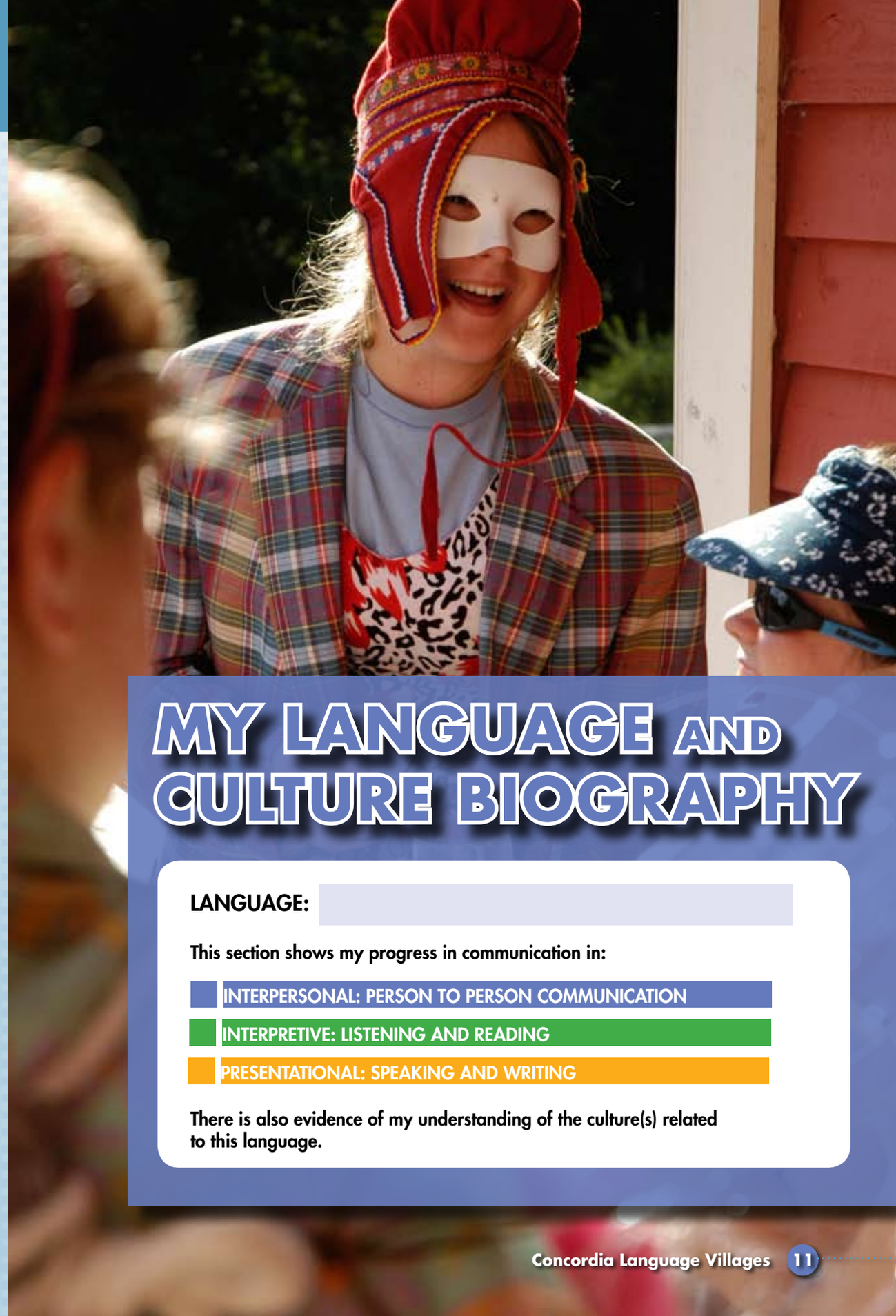

MY LANGUAGE AND CULTURE BIOGRAPHY

LANGUAGE:

This section shows my progress in communication in:

- INTERPERSONAL: PERSON TO PERSON COMMUNICATION
- INTERPRETIVE: LISTENING AND READING
- PRESENTATIONAL: SPEAKING AND WRITING

There is also evidence of my understanding of the culture(s) related to this language.

HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can exchange greetings with people.			
I can ask and respond to "how are you?"			
I can use polite words like "please" and "thank you" in conversations.			
I can introduce myself to others and ask who they are.			
I can talk with someone about things I like and dislike.			
I can share with someone a simple description of myself, my family, and other people I know.			
I can share with someone simple descriptions of places and things.			
I can make plans with someone about what to do, where to go, and when to meet.			
I can ask people for things and give people things they request.			
I can talk with a clerk in order to buy things at a store.			
I can make and respond to requests for food at a dining table.			
I can withdraw money/exchange money at a bank.			
I can ask and give simple directions to different places.			
I can ask and answer simple questions.			
I can carry on a simple, short conversation on a very familiar topic.			
I can say when I don't understand and ask people to repeat or speak more slowly.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can carry on a conversation about things I am interested in.			
I can carry on a conversation about daily life.			
I can share with someone descriptions of people, places, or things.			
I can ask for and give directions from one place to another.			
I can share personal preferences and feelings with reasons for them.			
I can express and react to feelings such as surprise, happiness, sadness, interest, or lack of interest.			
I can state a personal problem simply (I am hungry, thirsty, tired, etc.), and offer simple solutions to these problems.			
I can carry on a simple conversation about activities, events that are going to happen.			
I can carry on a simple conversation about activities, events that have happened already.			
I can complete simple tasks like ordering in a restaurant, making purchases, buying tickets when traveling where the language I am learning is spoken.			
I can ask and answer a variety of questions.			
I can carry on a conversation on a variety of topics that are familiar to me.			
I can ask someone to explain in simpler language and I can repeat what was said to make sure that I understand.			
I can ask and respond to factual questions about geography, history, art, music, math, science, literature.			
I can discuss topics about geography, history, art, music, math, science, literature.			
I can discuss information and share opinions on a variety of topics related to current events.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can begin and continue a conversation about things I am interested in, using lots of description and detail.			
I can share descriptions of persons, places, or things using a wide variety of descriptive words and phrases.			
I can discuss preferences, feelings, likes and dislikes, offering detailed reasons and explanations to support my opinions.			
I can support my opinions and make recommendations, providing detailed explanations, arguments, and reactions to the topic being discussed.			
I can discuss problems and suggest possible solutions to resolve the problems.			
I can express a variety of emotions and react appropriately to other people's emotions.			
I can talk about things that have happened, giving background information along with the sequence of events.			
I can talk about things that will happen in the future, giving explanations and details about the events.			
I can talk about things that could happen in the future, giving some explanations and details about the events.			
I can discuss what would have happened if circumstances, events, actions had been different from the current situation.			
I can successfully handle almost all communication needs when traveling in the countries where the language I am learning is spoken.			
I can ask and answer a wide variety of questions on many different topics, giving reasons and explanations, and asking follow-up questions to keep the conversation going.			
I can participate in a spontaneous discussion and express my opinions, though I may have difficulty saying exactly what I want to express on occasion.			
I can ask for a definition or explanation and will rephrase what has been said to make sure that I understand.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can begin and effortlessly continue a long conversation on a wide variety of topics.			
I can express myself spontaneously and with ease for social, academic, and professional purposes.			
I can share detailed and comprehensive descriptions of persons, places, or things.			
I can discuss and defend preferences, feelings, likes and dislikes clearly and precisely.			
I can discuss a complicated problem or dilemma, and negotiate to arrive at a solution.			
I can effectively and fluently talk about things that have happened.			
I can effectively and fluently talk about things that will happen.			
I can effectively and fluently talk about things that could happen.			
I can effectively handle unpredictable situations.			
I can successfully handle a complication in any social, academic, or professional situation.			
I can convey and understand finer shades of meaning to adapt to the demands of the conversation.			
I can exchange complex information related to a variety of disciplines (i.e., science, social studies, art, literature).			
I can ask for more information and clarification, and will paraphrase to ensure understanding.			
I can backtrack and restructure my message in a conversation so smoothly that other people do not notice it.			
I can use idiomatic expressions and colloquialisms effectively in conversation.			
I can handle with ease all communication needs when traveling in the countries where the language I am learning is spoken.			
I can ask and answer a wide variety of questions on a wide variety of topics that require extended explanations and follow-up discussion.			
I can comfortably participate in a spontaneous discussion on any topic, and clearly express and defend my opinions.			
I can ask for a definition or explanation, and will rephrase what has been said to make sure that I understand.			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand some words, short phrases (i.e. hello, thank you, please).			
I can understand words that sound like English.			
I can understand numbers when accompanied by gestures, pictures, or objects.			
I can understand the prices of items in a store.			
I can understand the hour that something happens (i.e., 3:00).			
I can follow simple directions to complete a task if the directions are accompanied by gestures, props, pictures.			
I can understand the general idea of simple songs accompanied by gestures, props, pictures.			
I can understand words, short phrases, expressions used daily.			
I can understand the main idea of simple, short announcements accompanied by gestures, props, pictures.			
I can understand simple questions about myself and my family when accompanied by gestures, props, pictures.			
I can understand simple questions about likes/dislikes when accompanied by gestures, props, pictures.			
I can understand the main idea of a conversation about a familiar topic when people speak slowly and clearly, and use gestures, props, pictures.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand numbers in familiar situations.			
I can understand the time and part of the day that something happens (i.e., 2:15 , 4:45, in the morning, in the evening)			
I can understand the main idea and some supporting ideas of songs if there are gestures, props, or pictures.			
I can understand short conversations on topics that are familiar to me, though I sometimes have to ask for repetition.			
I can understand simple questions on topics that are familiar to me, though I sometimes have to ask for repetition.			
I can understand the main idea and some details of announcements if there are gestures, props, or pictures.			
I can understand step-by-step directions on how to complete a task if accompanied by gestures, props, or pictures.			
I can understand the main idea and some supporting ideas of a skit or presentation if accompanied by gestures, props, or pictures.			
I can understand the main idea and some supporting ideas when people talk about things that happened in the past.			
I can understand the main idea and some supporting ideas when people talk about things that will happen in the future.			
I can identify main ideas and some details of topics presented on TV.			
I can identify main ideas and some details of topics presented on the radio.			
I can follow the plot and some details in a feature-length film.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand with ease an extended conversation on a familiar topic.			
I can understand with ease the main idea and all supporting ideas of announcements.			
I can understand with ease a skit or play on a familiar topic.			
I can understand the main idea and most supporting ideas of songs.			
I can understand a wide variety of questions and follow-up requests for more information.			
I can understand the main points and many supporting ideas in a speech about familiar and some unfamiliar topics.			
I can understand the main idea and supporting ideas when people talk about familiar and some unfamiliar topics that happened in the past.			
I can understand with ease the main idea and supporting ideas when people talk about familiar and some unfamiliar topics that will happen in the future.			
I can distinguish among past, present, and future time frames when someone is speaking.			
I can understand when someone talks about possibilities (i.e., what would happen if ...; what would have happened if ...)			
I can understand television/radio programs if the topic is familiar to me.			
I can understand the storyline and many details of most feature films.			
I can understand many idioms and colloquial expressions if I am familiar with the context.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand longer, more complex conversations on familiar and unfamiliar topics.			
I can follow with ease the main points and details of an extended talk or presentation on familiar and unfamiliar topics.			
I can understand with ease most television/radio programs on familiar and unfamiliar topics.			
I can understand with ease the storyline and details of feature films.			
I can detect the tone, style, and perspective of the speaker in spoken presentations.			
I can understand with ease when people talk in a variety of timeframes.			
I can understand most spoken language whether live or broadcast on any topic, even when delivered at fast native speed.			
I can understand idioms and colloquial expressions used by native speakers.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Reading in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand signs and labels that represent words I have learned.			
I can understand the words on a simple form (i.e., name, address, date of birth).			
I can understand words that look like words I already know in my own language.			
I can understand short, simple written directions if there are illustrations to help me.			
I can understand short, simple written messages on notes and postcards if I am familiar with the words.			
I can identify familiar names, words, phrases in short, simple readings (i.e., a rhyme, proverb, poem, simple story).			
I can understand basic facts and information from nonfiction texts such as newspapers, Internet sites.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
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I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand short, simple texts such as menus, maps, advertisements, posters, schedules.			
I can understand simple messages, notes, invitations on topics I am familiar with.			
I can find the basic information I need when I look at things like ads, schedules, menus, phone books, brochures.			
I can understand simple instructions, directions, rules if they are accompanied by illustrations.			
I can identify main topics in short newspaper or magazine articles.			
I can understand short, simple readings on topics that I have talked about in the language I am learning.			
I can guess the meaning of certain words by looking for word roots and thinking about the context in which the word is used.			
I can demonstrate understanding of online communication on a wide variety of topics.			
I can find and use needed information from multiple sources for a research task.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Reading in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand letters and e-mails on familiar and some unfamiliar topics, though I may have to use a dictionary occasionally.			
I can understand a variety of newspapers and magazine articles on familiar and some unfamiliar topics, though I may have to use a dictionary occasionally.			
I can understand the main ideas and important details in poems, short stories, plays, short novels, though I may have to use a dictionary occasionally.			
I can begin to recognize tone, style, perspective in poems, short stories, plays, short novels.			
I can understand the motives for the characters' actions and their consequences in the development of the plot in a short story, play, or short novel.			
I can identify some of the social, political, or historical background of a poem, short story, play, or short novel in order to enhance my understanding of the work.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
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I can ...			
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I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can read newspaper and magazine articles on familiar and unfamiliar topics, and rapidly grasp the content to determine if a more careful reading is necessary.			
I can read and understand sophisticated texts written for professional and technical purposes.			
I can read and understand all forms of literature, interpreting explicit and implicit meanings.			
I can recognize tone, style, perspective in poetry, prose, essays, newspaper, magazine articles.			
I can recognize plays on words, and appreciate texts whose real meaning is not explicit.			
I can understand the meanings of nearly all idiomatic and colloquial expressions used by native speakers.			
I can recognize and understand the influence of the social, political, or historical background while reading an authentic document or piece of literature.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can give basic information about myself (name, where I live, age, nationality).			
I can give basic information about someone else (name, where he/she lives, age, nationality).			
I can give simple information about my family (names, relationships, ages).			
I can give simple information about someone else's family (names, relationships, ages).			
I can list things I like, don't like.			
I can list what I did today.			
I can use simple phrases and sentences to describe my activities, hobbies, interests.			
I can give simple commands to someone to complete a task (i.e., pass me the bread, show me the book, give me the ball).			
I can recite simple poems, proverbs, rhymes, songs.			
I can present short skits and dialogues.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can describe myself, my family, other people using several simple sentences.			
I can describe where I live using several simple sentences.			
I can describe my daily activities and what I like to do using several simple sentences.			
I can talk about activities, events that are happening now.			
I can talk about activities, events that are going to happen.			
I can talk about activities, events that happened.			
I can talk about my needs and wants and preferences.			
I can summarize information in a simple way.			
I can give simple explanations for my plans and actions.			
I can retell a story based on picture prompts.			
I can give a series of commands to someone to complete a task (i.e., go to the store, buy me a soda, meet me at the beach.)			
I can recite poems, proverbs, rhymes, songs.			
I can present skits, dialogues, short plays.			
I can present on a variety of topics of personal and academic interest.			
I can describe my hopes, dreams, ambitions.			
I can present my viewpoint on an issue and support my opinion.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can give detailed descriptions and explanations on a wide variety of topics of interest to me.			
I can describe my dreams, hopes, ambitions in detail.			
I can talk about a past experience in detail and describe my feelings and reactions.			
I can summarize news items, interviews, stories, films, plays in detail.			
I can explain a viewpoint on an issue giving the pros and cons of various opinions.			
I can tell a story or recount an event in detail using a variety of transition and sequencing words.			
I can give a presentation and respond to audience questions.			
I can give a formal speech.			
I can give a series of detailed commands/directions to someone to complete a task.			
I can present original and/or authentic plays and stories.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can give detailed descriptions and explanations on a wide variety of technical and non-technical topics.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to eliminate confusion in the audience.			
I can deliver a clear and smoothly flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure.			
I can depart when necessary from the text I prepared for my presentation in order to respond to the audience.			
I can summarize information from different sources in a coherent presentation.			
I can express myself fluently and convey finer shades of meaning precisely.			
I can present complex original and/or authentic plays and stories.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Writing in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/ Date	Secure/ Date
I can copy words and short phrases.			
I can label items in a picture, on a poster, etc.			
I can complete a simple form (name, address).			
I can write short lists based on familiar topics.			
I can write short sentences about myself in a journal.			
I can write simple notes and messages.			
I can write a simple description of an event.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
In Arabic, Chinese, Japanese, Korean, and Russian	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/ Date	Secure/ Date
I can write simple sentences describing myself and others.			
I can write a series of simple sentences about my life.			
I can write simple descriptions of people, places, things.			
I can write simple steps to complete a task.			
I can write short messages, postcards, simple notes.			
I can write short journal entries about my activities and experiences.			
I can write a short story about something that happened using simple sentences.			
I can write a short story about something that is going to happen using simple sentences.			
I can write a simple poem, song, chant, rhyme.			
I can write a simple script for a skit or dialogue.			
I can express my opinion and give reasons to support it.			
I can write about an experience from the past and how I felt about it.			
I can describe a meaningful experience with explanations.			
I can describe and explain my personal experiences and everyday events in a series of paragraphs.			
I can write a composition on a topic from history, art, music, science.			
I can ...			
I can ...			
In Arabic, Chinese, Japanese, Korean, and Russian	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Writing in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/Date	Secure/ Date
I can write several paragraphs about personal experiences.			
I can write several paragraphs on topics of interest.			
I can write about past events with substantial detail and description.			
I can write about future events with substantial detail and description.			
I can write about events that might/could take place using substantial detail and description.			
I can write about my experiences, including insights and reflections on the experiences in a journal.			
I can write summaries and reports on a variety of topics.			
I can write both formal and informal letters.			
I can write original stories and scripts with substantial detail and description.			
I can write original newspaper and magazine articles with substantial detail and description.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

In Arabic, Chinese, Japanese, Korean, and Russian	Beginning/ Date	Good Control/Date	Secure/ Date
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/ Date	Secure/ Date
I can write original texts including letters, newspaper and magazine articles, poetry, stories, scripts, essays in a culturally authentic style.			
I can write detailed narratives and descriptions of a factual nature.			
I can write reports and research papers on technical topics with significant precision and detail.			
I can write a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.			
I can write summaries and reviews of professional or literary works.			
I can convey finer shades of meaning through precise choice of wording.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

In Arabic, Chinese, Japanese, Korean, and Russian	Beginning/ Date	Good Control/ Date	Secure/ Date
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

CONCORDIA LANGUAGE VISA
My Connections to Other Languages and Cultures

My Culture Biography

MY CULTURE BIOGRAPHY

Here are things I have learned that will help me act in a polite way when I meet people and carry on conversations with people from (country)_____.

Here are customs from (country)_____ and what these customs help me understand about the people and country.

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Here are issues that are important to the world, and what I learned about how the people from (country)_____are responding to these issues.

CONCORDIA LANGUAGE VISA
My Connections to Other Languages and Cultures

My Culture Biography

Here are some things I learned that helped me understand my own country and culture, and the country and culture of_____.

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MY LANGUAGE SKILLS IN

(please write language here)

		EMERGING		DEVELOPING	
		Low	High	Low	High
INTERPERSONAL	Person-to-Person Communication	I can exchange greetings/ farewells, and respond with "thank you" appropriately.	I can ask simple memorized questions, and respond to simple questions with yes/no or short responses; I can share likes, dislikes, and simple descriptions.	I can carry on a short conversation about daily life in the Village, asking and answering simple questions; I can share simple reasons for my preferences and feelings.	I can begin and carry on a conversation spontaneously on topics that are familiar and related to interests and activities within and outside the Village; I can discuss things that happened or will happen.
INTERPRETIVE	Listening	I can understand greetings and simple statements accompanied by gestures and strong visual support.	I can understand words and phrases used daily in the Villages. I can understand questions about me and my personal experiences when people speak at a slow conversational rate, use gestures and visuals.	I can understand conversations on familiar topics and the main point in short, clear messages and announcements, with some gestures and visual support.	I can follow conversations on topics familiar to me when people speak clearly at a slow conversational rate; I can understand the main idea and some details of oral presentations
INTERPRETIVE	Reading	I can understand signs and labels that represent words I have learned.	I can understand familiar words, phrases, and simple written messages on notes and postcards.	I can understand short, simple texts such as advertisements, menus, maps, schedules, signs, invitations, announcements.	I can understand the main idea and some details in texts such as magazine articles, some newspaper articles, poems, short plays.
PRESENTATIONAL	Spoken Presentations	I can use memorized phrases to introduce myself.	I can use simple phrases and sentences to provide information about myself and where I live in the Village; I can present simple poems, rhymes, songs, skits for an audience.	I can use a series of phrases and sentences to provide basic information about myself, my family and other people; I can summarize in a simple fashion.	I can connect sentences in a simple way in order to tell a story; I can describe personal experiences and plans for the future; I can dramatize authentic poems, songs, short plays.
PRESENTATIONAL	Written Presentations	I can copy words that I have learned.	I can fill in a registration form, label a picture, make lists of words and phrases I have learned.	I can write short, simple notes and messages providing basic information about me and my personal experiences at the Village.	I can write simple sentences and questions about my life within and outside the Village; I can describe people and things; I can write a simple story.

		TRANSITIONING		EXTENDING	
		Low	High	Low	High
INTERPERSONAL	Person-to-Person Communication	I can begin and sustain a conversation spontaneously on a wide variety of topics, asking and responding to a variety of questions; I can support my opinions and make recommendations.	I can take an active part in spontaneous discussions in familiar and many unfamiliar contexts, expressing and explaining my views; I can move comfortably from past to present to future time frames.	I can express myself fluently and spontaneously with only occasional hesitations, using language flexibly and effectively for social and professional purposes.	I can initiate and take part effortlessly in any conversation or discussion, expressing myself fluently and conveying finer shades of meaning precisely for social and professional purposes.
INTERPRETIVE	Listening	I can understand longer conversations and presentations on familiar and some unfamiliar topics. I may need to have the information repeated.	I can understand extended speaking and follow discussions that are based on a variety of topics, even those unfamiliar to me; I can understand most TV/radio programs and the story line of feature films.	I can understand extended speaking on most topics even when there are many slang or local expressions, or a local dialect. I can easily understand most media programs.	I can understand most spoken language whether live or broadcast on any topic even when delivered at a fast native speed; I can deduce meaning from the context.
INTERPRETIVE	Reading	I can understand the main idea and many details on topics of interest to me in texts such as magazine and newspaper articles, short stories, plays.	I can understand magazine and newspaper articles, recognizing the writer's viewpoints; I can understand a variety of literature, including plays, short stories, poems, novels.	I can understand long and complex texts as well as recognize a variety of styles. I can understand specialized articles and technical instructions.	I can understand with ease almost all forms of written language, including abstract and complex texts. I can distinguish subtlety, humor, and tone.
PRESENTATIONAL	Spoken Presentations	I can connect sentences in order to describe experiences, events, and plans, adding my opinion as appropriate. I can narrate a story and relate my reactions.	I can present clear and detailed descriptions on a range of topics related to my experiences and interests; I can present and justify my viewpoint on an issue; I can give a presentation and respond to audience questions.	I can develop a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.	I can deliver a clear and flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure, conveying finer shades of meaning precisely.
PRESENTATIONAL	Written Presentations	I can write about my personal preferences, experiences, daily routines, and events within and outside the Village; I can write formal and informal letters.	I can write clear and detailed descriptions and narrations of paragraph length about personal experiences and topics of general interest, giving reasons in support or against a particular point of view.	I can write a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.	I can write a clear and smoothly flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure. I can express myself fluently and convey finer shades of meaning precisely.

PR/Award # P016A090069

Teaching Evaluation Form

Course: _____ Section Number or Time of Day: _____ Instructor: _____

The data from these **anonymous** evaluations will be used, in combination with other materials, for promotion and tenure review and for departmental evaluations of the instructor's performance. Your opinions about this course are a vital component in the college's efforts to maintain excellence in the classroom. Thank you for taking the time to respond carefully to this teaching evaluation. First, please provide some information about yourself. Which of the following best describes why you are taking this course? **(Please fill in the bubbles completely for all that apply.)**

satisfies a major/minor requirement satisfies a core requirement elective course

With a #2 pencil please respond to the following statements using a 0 - 10 scale, with 0 representing the lowest rating and 10 the highest rati

Teaching	0	1	2	3	4	5	6	7	8	9	10
The instructor's approach to teaching contributed to my learning.											
The instructor's approach to teaching stimulated my interest in the course content.											
The instructor demonstrated the importance and significance of the subject matter.											
Communication	0	1	2	3	4	5	6	7	8	9	10
The instructor encouraged me to set and achieve challenging academic goals.											
The instructor presented course content/materials in a clear and understandable way.											
The instructor encouraged a learning environment in which I could ask questions and express my opinion.											
Outcomes	0	1	2	3	4	5	6	7	8	9	10
The course improved my ability to address problems and make informed decisions.											
The course improved my ability to think critically about issues in this area of study.											
The course improved my ability to make connections between this area of study and other areas of study.											
Grading	0	1	2	3	4	5	6	7	8	9	10
The instructor explained the syllabus, course requirements and expectations clearly and concisely.											
The instructor's evaluation of my performance contributed to my learning											
Summary	0	1	2	3	4	5	6	7	8	9	10
My overall rating of the teaching of this course.											
My overall rating of this class.											

The following statements only apply to selected courses. Please evaluate them only if instructed to do so by the person administering the evaluation.

	0	1	2	3	4	5	6	7	8	9	10
The laboratory sessions, clinical experiences, or field experiences associated with this course contributed to my understanding of course concepts.											
One-on-one lessons with the instructor contributed to my understanding of course concepts or enhanced my skills.											
The instructor's use of group discussions or teams contributed to my understanding of course concepts.											

Please turn this form over and complete the questions on the back side of this page. Thank you.

1. What do you feel has been done well in the teaching and administration of this course?

2. What suggestions do you have for improving and strengthening the teaching and administration of this course?

3. General comments-please feel free to comment on any aspect of this course.

GLOBAL EDUCATION QUESTIONNAIRE

We are interested in learning about the extent to which courses at Concordia expose students to international and global concerns. Please be assured that your answers will be held in the strictest confidence, and that you will never be identified in any way in and part of this research process.

Part 1. Please indicate the degree to which you think **this course would make students more knowledgeable or aware** in the following topic areas. Please indicate your assessment on each of the "feeling thermometers" following each question. Circle the place on each thermometer that best indicates your feelings about the course, **from "0" degrees (Very little) to "100" degrees (Very much).**

"To what degree would you say this class would make students more knowledgeable or aware ...

1. ...of prevailing global conditions and developments, including emergent conditions and trends in such areas as population growth, economic development, environmental change, political conflict, science and technology?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

2. ...of the factors that have shaped the global problems of today and the effects these problems have on other world conditions and trends?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

3. ...of the degree that past human actions or inactions contributed to the shaping of global problems and world conditions today?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

4. ...of the extent to which human action today can change global problems and world conditions tomorrow?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

5. ...that people of other nations have view of the world profoundly different from our own?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

6. ...of the diversity of ideas and practices found in other societies?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

7. ...of how our own society might be viewed from the perspective of people in other nations?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

8. ...that we each have a perspective, a view of the world that is not necessarily shared by people of other cultures?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

Please complete the other side of this page.

Part 1. Continued...

"To what degree would you say this class would make students more knowledgeable or aware ...

9. ...of the social, cultural, political, psychological, etc., influences that shape our view of the world?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

10. ...of developing nations and their people?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

Part 2. Finally, we would like you to provide us with some information about **yourself** and **your general feelings about this class.** Please mark the category following each question that best describes you.

11. "In comparison to other courses I have taken at Concordia, my overall assessment of this class is:"

Negative -0----10----20----30----40----50----60----70----80----90----100+ **Positive**

12. "What grade do you expect to receive in this class?"

1 ( ) A	3 ( ) B+	5 ( ) B-	7 ( ) C
2 ( ) A-	4 ( ) B	6 ( ) C+	8 ( ) C- or lower

13. "What is your gender?" 1 ( ) Male 2 ( ) Female

14. "What do you consider your major field(s) of study?"

_____ _____

15. "What is your academic class?"

1 ( ) Frosh	3 ( ) Junior	5 ( ) Other
2 ( ) Sophomore	4 ( ) Senior	

16. "Finally, we would like to know about your travel and living experience abroad. Please record the history of your travel and/or residence abroad, beginning the most recent."

1 ( ) I have **not** traveled or lived abroad.

2 ( ) I have traveled or lived abroad:

Date?	Country(ies)?	Duration?	Purpose of Travel/Residence?
19_____	_____	_____weeks	_____
19_____	_____	_____weeks	_____
19_____	_____	_____weeks	_____

Thank you for assistance in this evaluation project.

Please complete the other side of this page.

The Liberal Arts Core Curriculum at Concordia

Becoming Responsibly Engaged in the World

As an essential part of the liberal arts approach to learning, every candidate for the Bachelor of Arts degree at Concordia is required to take a specific set of courses that comprise the Liberal Arts Core Curriculum. These courses are designed to provide a solid foundation in written and oral communication skills and to establish a methodological competency and a sensitivity to intellectual perspective through the study of a variety of disciplines. Core courses emphasize the development of analytical and critical thought processes and the ability to recognize and deal constructively with significant problems. Through the Core Curriculum, students also develop an appreciation for other peoples and cultures and an ability to respond to change in creative, effective ways. The Core Curriculum's explicit goal is to prepare our students to be responsibly engaged in the world.

The Goals for Liberal Learning in the Core Curriculum are the following:

Goal 1: Instill a love for learning
- Demonstrate an ability to learn independently (seek opportunities to learn)
- Appreciate that learning is a lifelong process
- Obtain information needed to make informed judgments

Goal 2: Develop foundational skills and transferable intellectual capacities
- Express ideas effectively
- Make decisions and solve problems by engaging in creative and critical thinking
- Access and evaluate a variety of sources of information
- Consider multiple perspectives when developing solutions to problems

Goal 3: Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives and their connections
- Demonstrate proficiency in a discipline
- Demonstrate that problem solving involves multiple perspectives and tools

Goal 4: Cultivate an examined cultural, ethical, physical, and spiritual self-understanding
- Understand the influence of a religious worldview
- Appreciate the aesthetic dimensions of life
- Identify the factors that contribute to self-understanding
- Identify how personal, interpersonal, social, cultural, and religious factors shape people's identity

Goal 5: Encourage responsible participation in the world
- Demonstrate ethical commitment by making critical, principled decisions
- Demonstrate intercultural competence
- Apply academic learning to their personal, professional, and civic lives
- Apply knowledge and skills to influence the affairs of the world

The Core Curriculum consists of 13.5 courses/ 54 credit hours arranged in the following major groups:

Foundation courses: 4.5 courses / 18 credit hours
Exploration courses: 8 courses / 32 credit hours
Perspectives designated courses: 2 courses / 0 credit hours
Capstone course: 1 course / 1.0 course credit / to be initiated in Fall 2010

Foundation Courses

- Inquiry Seminars: (one course) These seminars are designed to introduce students to the world of scholarship through intensive, collaborative investigations of innovative topics. Excitement and challenge characterize these courses as students are invited to be co-

inquirers into topics and problems that have impassioned their professors. All first-year students take these seminars during their first semester at Concordia.

Inquiry Seminars are devoted to helping students develop critical thinking skills and fostering a lifelong love of learning. These writing intensive courses emphasize the foundational and transferable skills of data collection, assumption analysis, thesis construction and argument development.

- Inquiry Oral Communication: (one course) In the Oral Communication courses, students will learn to produce and critique messages in public speaking and group settings. These courses will emphasize the oral applications of critical thinking strategies: research techniques, citation methods, information and persuasive message goals, and the roles and functions of group members and leaders.
- Inquiry Written Communication: (one course) With the Written Communication courses, Concordia establishes its writing expectations by emphasizing generative and polished writing as modes of inquiry. These courses also develop transferable skills such as argument development, analysis and response, personal style and writing from sources. These courses are designed to reinforce the critical thinking and information literacy skills introduced in the Inquiry Seminars.
- Religion I: (one course) This course, normally taken during a first-year student's second semester, focuses on Christianity and religious diversity.
- Wellness and Physical Education: (two courses of 1 credit each) These courses, normally taken in a student's first year are designed to teach health-related fitness and activity involvement and to encourage a lifelong pattern of physical fitness.

Exploration Courses

These courses constitute the heart of the Concordia Core Curriculum. They are designed to provide students with the breadth of knowledge and experience that characterize the well-educated liberal arts student. They are also designed to assure that Concordia students are prepared to be responsibly i engaged in the affairs of the world. No one part of the Core Curriculum can accomplish these goals individually, but the whole of the Core can do so. Consequently, students are required to take seven courses in thefour areas of the Core: Two courses are required in the Natural Sciences and Mathematics — one in natural science and one in mathematics; two courses are required in the Social Sciences; one World Language course is required at the second-semester level or higher; and two courses are required in the Arts and Humanities — one in the arts and one in the humanities. No more than one course from a single department may be taken to satisfy the Exploration requirement in the Natural Sciences and Mathematics, Arts and Humanities, and the Social Sciences. One course should be at the 300 level and preferably taken in the junior or senior year. A wide variety of courses are available t to students in their pursuit of these requirements.

In addition, an advanced religion course (300 level) is required in the student's junior or senior year.

Perspectives Courses

Perspectives designated courses are designed to help students understand the global and increasingly interdependent character of the world. They will help them to see that no position is without a perspective and no policy is without an assumptive base. Students are required to take two courses with Perspectives designation: one with a U.S. Cultural Diversity designation (U) and one with an International and Global designation(G). These courses are found throughout the curriculum .

Capstone Courses

Capstone courses will be introduced to the Core curriculum in the Fall 2010 semester.

Courses used to fulfill Core requirements are not eligible for the pass/fail grading option.

GER 422 — Advanced Topics in German Culture and Society, 0.5 credit. A2. Study of selected topics of German social history, fine arts, literature and film, with particular emphasis on contemporary issues. Prerequisite: GER 311 — Advanced Composition and Style or equivalent

GER 430 — German Literary Periods, 1.0 credit. A2. A study of the major themes and character of the literature of the major German literary periods. Offerings include: German Literature from Luther to Lessing, German Literary Classicism, Romanticism and Literature of the 20th century. Prerequisite: Advanced GER 311 — Composition and Style or equivalent. GER 330 — Introduction to German Literature is highly recommended.

GER 431 — German Literary Genres, 1.0 credit. A2 (2009-2010). An in-depth look at one of the following literary genres: drama of German-speaking countries, the German novella, lyric poetry, and folk literature and fairy tales. Prerequisite: GER 311 — Advanced Composition and Style or equivalent. GER 330 — Introduction to German Literature is highly recommended.

GER 440 — Topics in German Film, 1.0 credit. A2 (2009-2010). Special topics in literature and film, including the History of German Film, Films by German Women, New German Cinema, and Films of the Weimar Republic and the Third Reich. Prerequisite: GER 311 — Advanced Composition and Style or equivalent

GER 480 — Independent Study, 0.5 to 1.0 credit. D. This course provides an opportunity for individual students to conduct in-depth research of a particular topic under the direct supervision of a faculty member. Contact the department or program chair for more information.

GER 490 — Practicum, 0.5 or 1.0 credit. D. Opportunity to earn college credit for exploration of various aspects of German-speaking culture and society. The practicum may be arranged for either the summer or the school year. Approval by the German department is required before departure.

Global Studies

An Interdisciplinary Program

Programs offered:

- Major in Global Studies
  - Global Systems and Issues Track (10.0 course credits)
  - Cultural and Regional Studies Track
    - Asian Studies Concentration (8.0 course credits plus language requirement)
    - European Studies Concentration (8.0 course credits plus language requirement)
    - Latin American Studies Concentration (8.0 course credits plus language requirement)
    - Russian Studies Concentration (8.0 course credits plus language requirement)
    - Scandinavian Studies Concentration (8.0 course credits plus language requirement)
  - Worlds in Dialogue Track (10.0 course credits)

Faculty

Global Studies Program Steering Committee

Rebecca R. Moore, chair
Francisco L. Cabello
Jonathan P. Clark
Nicholas R. Ellig
Linda L. Johnson
Jan H. Pranger
Ronald G. Twedt

Global Systems and Issues Track Steering Committee

Rebecca R. Moore, chair
Per M. Anderson
Nicholas R. Ellig
Linda L. Johnson
Ronald G. Twedt

Cultural and Regional Studies Track Steering Committee

Jonathan P. Clark, European studies, chair
Eduardo Gargurevich, Latin American studies
Linda L. Johnson, Asian studies

Worlds in Dialogue Track Steering Committee

Francisco L. Cabello, chair
Dawn E. Duncan
Gregg A. Muilenburg
Jan H. Pranger
Sonja P. Wentling

Concordia's global studies major is unique in that it engages students in dialogue across the traditionally disparate areas of global and regional (or area) studies. Students majoring in global studies apply multiple disciplinary and regional perspectives to study global issues in one of three tracks: global systems and issues, cultural and regional studies or worlds in dialogue. They also take three required courses for the major: GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies; GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies; and GS 410 — Global Studies Senior Seminar

While many students will choose to focus on either global or regional matters by choosing either the global systems and issues track or the cultural and regional studies track, all students will receive a taste of both the global and the regional through the required introductory global studies courses. The senior seminar course will pull together students from all three tracks and allow for the exchange of both global and regional perspectives on the course theme. Similarly, the worlds in dialogue track serves as a bridge between the other two tracks by inviting students to reflect on how diverse religious, philosophical, cultural and historical experiences may influence thinking about how global problems should be addressed.

The global studies program provides learning experiences that prepare students to achieve the following outcomes:

- gain an understanding of the evolution of the current social institutions, assumptions and practices that shape the interactions of peoples around the globe. Students will also be encouraged to look beyond these current arrangements and think critically and imaginatively about possible new ways of managing global interactions.
- explore how trends that are contributing to an increasingly borderless world and growing human interaction might be serving to both fragment and integrate the global community. These trends include new technologies, environmental changes, population growth, growing economic inequalities, trade and investment, contagious diseases and possibly the emergence of global norms of democracy and human rights.
- develop a greater appreciation for the role that religion plays in public life throughout much of the non-Western world.
- explore whether universal values exist that might guide our interactions with each other and shape institutions and principles for global governance.

- reflect on their own individual responsibility to the increasingly borderless world in which we all must reside. Given the unprecedented level of wealth, military power, and cultural/ideological appeal currently enjoyed by the United States, we believe that students must also be encouraged to consider whether "great powers" and their citizens have a unique responsibility for the world outside their borders.

Major in Global Studies: Global Systems and Issues Track

Students pursuing this track will explore the contemporary institutions, assumptions, norms and practices that transcend individual states and civilizations and shape the interactions — social, political, economic and religious — of the peoples and states of the world. Students will not only explore the evolution of these various arrangements (including institutions such as the United Nations and the World Trade Organization), they will also be encouraged to think about the implications of current trends and developments for the future of these arrangements. Requirements for a **major in global studies: global systems and issues track** are 10.0 course credits:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- ECON 333 — International Economics I, 0.5 credit
- ECON 335 — International Economics II, 0.5 credit
- HIST 152 — World in Perspective since 1500, 1.0 credit
- P SC 241 — International Politics, 1.0 credit
- REL 392 — Religion and World Affairs, 1.0 credit
- SOC 312 — Global Development Issues, 1.0 credit **OR**
  SOC 328 — Class, Race, and Ethnicity, 1.0 credit
- 1.0 additional course selected from the following:
  - HIST 314 — U.S. Foreign Policy, 1.0 credit
  - HIST 336 — Clash of Cultures: The World and the West, 1.0 credit
  - P SC 332 — U.S.-China Relations, 1.0 credit
  - P SC 352 — U.S. Foreign Policy, 1.0 credit
- 1.0 additional course credit selected from the following:
  - GEO 201 — World Geography, 1.0 credit
  - HIST 365, P SC 365 — Global Issues, 1.0 credit
  - P SC 360 — International Security, 1.0 credit
  - P SC 441 — Ethics and International Relations, 1.0 credit
  - REL 340 — Ethics of Aid and Development, 1.0 credit
  - REL 348X — Ethics of Sustainable Community, 1.0 credit
  - SOC 217 — Cultural Anthropology, 1.0 credit
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Major in Global Studies: Cultural and Regional Studies Track

(five regional concentrations offered)

Students pursuing this track will focus their study in a particular geographical and cultural region. Attention will be devoted to exploring a region's unique history, institutions, assumptions and practices. Students selecting this track will be expected to complete a language requirement linked to their particular region of study.

Required supporting language courses are not considered part of the global studies major. Additional language department courses that appear as required courses or electives in a language major or minor and also appear as electives in the global studies area concentration may not be counted toward more than one major.

Asian Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Asian studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement: Chinese (Mandarin), 2.0 credits; or the transfer of 2.0 Asian language credits from another institution.
- 5.0 additional course credits selected from the following courses. To fulfill these requirements courses must be primarily focused on Asia; if comparative, a minimum of one-half of the course content addresses Asia and a comparison with Asia is integral to the course (courses must be selected from no fewer than three academic departments).
  - PHIL 314 — Asian Philosophy, 1.0 credit
  - REL 338 — Religions of Asia, 1.0 credit
  - P SC 332 — U.S.-China Relations, 1.0 credit
  - GS 240 — Introduction to Asian Studies, 1.0 credit
  - HIST 341 — Foundations of East Asian Civilization, 1.0 credit
  - HIST 342 — Modern East Asian History, 1.0 credit
  - HIST 344 — Women's History in Cross-Cultural Perspective, 1.0 credit
  - India Program: Social Justice, Peace and Development: A Semester in India (4.0 credits available)
  - Hangzhou Program (2.0 non-language credits available)
  - Kanda Program (4.0 credits available)
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:

- India Program: Social Justice, Peace and Development — A Semester in India
- Hangzhou Program, Zheijiang University, Hangzhou, China (This is a Valparaiso University program available to Concordia students through the Lutheran Colleges' China Consortium.)
- Kanda Program, Japan
- May Seminars

European Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, European studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement — 2.0 credits. One year of a non-English European language in addition to the college's Core language requirement, fulfilled in one of the following ways:
  - Completion of a 212 (fourth semester) language course or its equivalent in any one European language
  - Completion of two semesters of a second non-English European language or its equivalent
  - Completion of one semester each of two additional non-English European languages or their equivalents

  These languages may be taken abroad.
  - HIST 132 — European History in Perspective since 1500, 1.0 credit
- 4.0 additional course credits selected from the following:
  These courses may be completed at a European university with the permission of the Global Studies Committee. No more than two of these courses may be taken within the same discipline. Many of these electives require language proficiency at the 212 level or above. See catalog course descriptions for prerequisite information.
  - ART 365 — Art of the Italian Renaissance, 1.0 credit

- ART 367 — 20th Century Art, 1.0 credit
- CRDO 131 — Germany, the Third Reich and the Holocaust, 1.0 credit
- ENG 150 — Literature, Self and Society, 1.0 credit
- ENG 346 — British Literature: Empire to Independence, 1.0 credit
- FREN 331 — Culture and Civilization, 1.0 credit
- FREN 360 — French in the Business World, 1.0 credit
- FREN 370 — Current French Political, Social and Economic Affairs, 1.0 credit
- FREN 410 — Introduction to French Literature through Poetry, 0.5 credit
- FREN 411 — Development of French Theatre, 1.0 credit
- FREN 412 — Development of French Prose, 1.0 credit
- GER 220 — Wittenberg Summer Program, 1.5 credits
- GER 314 — German in the Business World, 1.0 credit
- GER 320 — German Cultural History in Overview, 1.0 credit
- GER 321 — The Fine Arts in German Cultural History, 0.5 credit
- GER 322 — Politics, Economics and Social Structure, 0.5 credit
- GER 323 — Literature and Society, 0.5 credit
- GER 360 — German Contribution to World Culture, 1.0 credit
- GER 361 — Myth, Folk Heroes and Fairy Tales, 1.0 credit
- GER 362 — The German Art Song, 1.0 credit
- GER 420 — Contemporary German Society and Culture, 1.0 credit
- GER 421 — Advanced Topics in Swiss and Austrian Culture and Society, 0.5 credit
- GER 422 — Advanced Topics in German Culture and Society, 0.5 credit
- GER 440 — Topics in German Film, 1.0 credit
- HIST 132 — European History in Perspective since 1500, 1.0 credit
- HIST 333 — Modern European Thought and Culture, 1.0 credit
- HIST 338 — Hitler's Germany, 1.0 credit
- MUS 101 — Music Appreciation, 1.0 credit
- MUS 356 — History and Literature of Music II, 1.0 credit
- PHIL 220 — Modern Philosophy, 1.0 credit
- PHIL 330 — Existentialism, 1.0 credit
- P SC 241 — International Politics, 1.0 credit
- REL 324 — The Legacy of Luther, 1.0 credit
- SPAN 341 — The Culture of Spain, 1.0 credit
- SPAN 386, P SC 386 — Modern Spain: A Critical Look (Segovia program), 1.0 credit
- THR 224 — Theatre and Cultures, 1.0 credit
- THR 324 — European Theatre — Renaissance to Revolution, 0.5 credit

- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:

- **Semester or Year-Long Programs**
  - Jena Study Abroad Program
  - International Business Program in German
  - Lancaster, England
  - National University Ireland — Galway or Cork
  - International Business Program in French
  - Universidad de Navarra Program
  - Segovia, Spain Semester
- **May Seminars**
  - ENG 300 — British Heritage: The Celtic Connection
  - ENG 300 — British Heritage: Shakespeare and the Renaissance
  - ENG 300 — Travel Writing
  - HIST 300 — The Twin Faces of Fascism — Historical Roots of German National Socialism and Italian Fascism
  - GER 300 — Myth, Folk Heroes, and Fairy Tales
  - The French department also organizes a one-month travel and study seminar to France and/or another French-speaking country.
- **Exploration Seminars**
  - ENG 355 — Americans in Paris
  - ENG 401 or 410 — The England of Chaucer and Shakespeare
  - ENG 451 — Irish Troubles and Writers' Responses
  - The French department offers the opportunity to spend a week in a French-speaking country as part of certain course offerings.
- **Summer Programs**
  - Wittenberg Summer Program
  - French Practicum
- **Other Programs**
  - Federation of German-American Clubs Scholarship, a one-year program
  - French Government Assistantships

Latin American Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Latin American studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement: Students must demonstrate competence in Spanish. Competence may be proven with a grade of B or better in SPAN 321 (Advanced Conversation and Composition) or a higher course. Native speakers of Spanish who have had extensive experience in the language should consult with a Latin American member of the faculty.
- HISP 310 — Introduction to Latin American Studies, 1.0 credit
- HISP 311 — U.S.-Latin America Relations, 1.0 credit
- HIST 320 — Latin American History, 1.0 credit
- 2.0 additional course credits from the following:
  Courses taught in English:
  - ART 373 — Pre-Columbian Art, 0.5 credit

  Courses taught in Spanish:
  - SPAN 250 — Pre-May Seminar to Latin America, 0.5 credit
  - SPAN 300 — May Seminar to Latin America, 1.0 credit
  - SPAN 331 — Business Spanish, 1.0 credit
  - SPAN 351 — Contemporary Latin American Culture, 0.5 credit
  - SPAN 361 — Latin American Views, 0.5 credit
  - SPAN 363 — Mexican Culture, 0.5 credit
  - SPAN 412 — Contemporary Spanish-American Narrative, 1.0 credit
  - SPAN 413 — Topics in Latin American Literature, 0.5 credit
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:

- Semester Study Abroad at the University of the Americas in Mexico City. Courses in English and Spanish and semester-long internships in international politics, trade and economics.
- Universidad Latina de Costa Rica: This program offers students the opportunity to learn about culture, human development, and environmental issues in Central America. This semester-long interdisciplinary program is taught in English.

Russian Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Russian studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement — 4.0 credits:
  - RUSS 111 — Beginning Russian I, 1.0 credit
  - RUSS 112 — Beginning Russian II, 1.0 credit
  - RUSS 211 — Intermediate Russian I, 1.0 credit
  - RUSS 212 — Intermediate Russian II, 1.0 credit
- HIST 132 — European History in Perspective since 1500, 1.0 credit
- 4.0 additional course credits selected from the following:
  - HIST 300 — May Seminar to Russia, 1.0 credit

- HIST 331 — Imperial Russian History, 1.0 credit
- HIST 332 — 20th Century Russian History, 1.0 credit
- P SC 256 — Comparative Politics, 1.0 credit
- REL 327 — Eastern Orthodoxy, 1.0 credit
- RUSS 341 — Russian Literature since the 19th Century, 1.0 credit
- RUSS 490 — Practicum, 1.0 credit

- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:
- RUSS 300 — May Seminar — The Imperial Grandeur of Russia

Scandinavian Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Scandinavian studies concentration,** are 8.0 course credits plus language requirement:
- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement (to be fulfilled on campus or on an approved study abroad program):
  - NORW 211 — Intermediate Norwegian I, 1.0 credit
  - NORW 212 — Intermediate Norwegian II, 1.0 credit (or equivalent)

Other courses — Students who choose one of the study abroad options listed below may substitute their course work abroad for any or all of these courses if content is similar.
- SCAN 201 — Scandinavia in the Modern World, 1.0 credit
- SCAN 337, HIST 337 — History of Scandinavia, 1.0 credit
- 3.0 additional course credits (two must be at the 300-level or above):
  - SCAN 271 — Nordic Mythology and the Viking Age, 1.0 credit
  - SCAN 272 — Scandinavia Through Folklore, 1.0 credit
  - SCAN 317 — Scandinavian Immigration and Settlement in America, 1.0 credit
  - SCAN 318 — Kierkegaard and Scandinavian Literature, 1.0 credit
  - SCAN 338 — Søren Kierkegaard, 1.0 credit
  - SCAN 410 — Ibsen and His Age, 1.0 credit
  - SCAN 380 — Special Topics, 1.0 credit **OR**
    SCAN 480 — Independent Study, 1.0 credit
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:
- SUST (Scandinavian Urban Studies Term): University of Oslo
- ISS (International Summer School): University of Oslo
- Hedmark University College
- University of Minnesota/University of Iceland, Minneapolis and Reykjavik
- May Seminar

Please see the chair of the Scandinavian studies department for information on other summer schools and semester programs in Sweden and Denmark.

Major in Global Studies: Worlds in Dialogue Track

Students selecting this track will explore the interaction or dialogue between different "worlds" (e.g. geographical, cultural, philosophical) with an eye to proposing solutions for the global issues (political, social, cultural, technological, etc.), that arise when "worlds" in the interdependent global environment interface with each other.

The requirements for a **major in global studies: worlds in dialogue track** are 10.0 course credits:
- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- 1.0 foundation course (introduce students to modes of inquiry and theories of cross-cultural analysis) selected from the following (no more than 1.0 credit may be selected from any one department):
  - COM 316 — Intercultural Communication, 1.0 credit
  - ENG 160 — Global Literature, 1.0 credit
  - P SC 256 — Comparative Politics, 1.0 credit
  - PSYC 420 — Cross-Cultural Psychology, 1.0 credit
  - REL 339J — World Christianity, 1.0 credit
  - SOC 217 — Cultural Anthropology, 1.0 credit
  - SOC 328 — Class, Race, and Ethnicity, 1.0 credit
- 3.0 global discourse courses analyze contemporary global problems from multiple intercultural perspectives (political, cultural, geographical, religious, historical or philosophical) selected from the following (no more than 1.0 credit may be selected from any one department):
  - ENG 451 — Literary Texts and Context: Postcolonial Literature, 1.0 credit
  - FREN 223 — Race, Gender, and Power in the Francophone World, 1.0 credit
  - HIST 151 — World in Perspective to 1500, 1.0 credit
  - HIST 152 — World in Perspective since 1500, 1.0 credit
  - HISP 311 — U.S.-Latin American Relations, 1.0 credit
  - HIST 336 — Islam and the West, 1.0 credit
  - HIST 344 — Women's History in Cross-Cultural Perspective, 1.0 credit
  - P SC 256 — Comparative Politics, 1.0 credit
  - P SC 332 — U.S.-China Relations, 1.0 credit
  - REL 334 — Monotheisms: Jewish, Christian, and Muslim, 1.0 credit
  - REL 339J — World Christianity, 1.0 credit
  - REL 386J — Religion in the Postcolonial World, 1.0 credit
- 3.0 world community courses (engage students in critical analysis of possible solutions — world views, norms, policies, social movements, law — to contemporary global problems) selected from the following:
  - ECON 333 — International Economics I, 0.5 credit
  - ECON 335 — International Economics II, 0.5 credit
  - P SC 241 — International Politics, 1.0 credit
  - P SC 352 — U.S. Foreign Policy, 1.0 credit
  - P SC 360 — International Security, 1.0 credit
  - P SC 441 — Ethics and International Relations, 1.0 credit
  - REL 340 — Ethics of Aid and Development, 1.0 credit
  - REL 348X — Ethics of Sustainable Community, 1.0 credit
  - REL 392 — Religion and World Affairs, 1.0 credit
  - SOC 312 — Global Development Issues, 1.0 credit
  - SOC 328 — Class, Race, and Ethnicity, 1.0 credit
  - SPAN 386, P SC 386 — Modern Spain: A Critical Look (Segovia Program), 1.0 credit

Students must complete seven distinct courses in the above three categories.
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Courses

Global Studies Courses

GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit. E1. This course introduces students to the study of societies and regions of the world as distinct entities and as elements of a world system that transcends the boundaries of individual societies. The course examines how history, geography, culture and social institutions (e.g. political, economic and religious institutions) interact to define the character of the world system.

GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit. E2. This interdisciplinary course examines forms and sources of diversity and fragmentation, including individual and group cultural identities and beliefs. Diverse cultural traditions and expressions of belief will be explored as both sources of conflict and resources for addressing global problems.

GS 240 — Introduction to Asian Studies, 1.0 credit. D. This multidisciplinary course provides an introduction to the study of Asia (emphasizing China, Japan, Korea and India). In addition to a study of contemporary events featured in Asian news sources, likely topics will include: the role of the family, imperialism and nationalist revolution, economic development and environmental challenges.

GS 410 — Special Topics (Global Studies Senior Seminar), 1.0 credit. E1. The Senior Seminar is a team-taught research capstone course that students majoring in global studies take during the fall semester. The course focuses upon a contemporary or expected problem of global reach and significance and supports in-depth reflection and problem solving through collaborative student investigation and individual research. The selected course problem will encourage students to explore comprehensive and holistic solutions to complex, interlocking problems — both old and new — that require creative and urgent response. As a capstone experience, the seminar will consider a problem that allows students to engage the five objectives of the major and the diverse perspectives of seminar participants.

GS 390 — Cooperative Education, 0.5 to 2.0 credits. E.

GS 480 — Independent Study, 0.25 to 1.0 credit. D. This course provides an opportunity for individual students to conduct in-depth research of a particular topic under the direct supervision of a faculty member. Contact the department or program chair for more information.

Health Professions

— also see Clinical Laboratory Science
— also see Nursing

Program offered:

- Preprofessional Preparation in Chiropractic
- Preprofessional Preparation in Dentistry
- Preprofessional Preparation in Medicine
- Preprofessional Preparation in Occupational Therapy
- Preprofessional Preparation in Optometry
- Preprofessional Preparation in Pharmacy
- Preprofessional Preparation in Physical Therapy
- Preprofessional Preparation for Physician Assistant
- Preprofessional Preparation in Veterinary Medicine

Concordia College offers preprofessional education in each of the areas listed above. All the preprofessional health programs have similar basic requirements; therefore, students have the opportunity to explore multiple career options before making a final decision. Each program also provides the flexibility for taking courses other than those required for professional preparation, allowing students to receive a strong liberal arts training.

Schools in the health professions recommend a broad liberal arts undergraduate education for two reasons: Members of these professions must be able to relate well to people, to communicate effectively, and to understand human nature and social institutions. In addition, courses in professional schools concentrate on the biomedical sciences and leave little time or opportunity for study of other disciplines. Therefore, it is important for students to enter their chosen professional programs having already become thoughtful and informed through a liberal arts education. The professional schools accept applications from students without regard to major. Besides the more traditional biology and chemistry majors, successful Concordia applicants have also majored in the fine arts, humanities, social sciences and behavioral sciences. Students should meet early with one of the health professions advisers to plan their programs because different schools, even for the same profession, often differ in specific requirements.

Common prerequisite courses for professional programs in the health sciences include:

- 2.0 course credits in biology
- 4.0 course credits in chemistry
- 1.0 or 2.0 course credits in mathematics
- 2.0 course credits in physics

A substantial number of courses in the humanities, behavioral and social sciences are also required. All programs (with only a few exceptions) expect applicants to have earned an undergraduate degree prior to entry. Note: College courses required by professional programs must be taken on an A/F letter-grade basis (i.e. not pass/fail).

College grades are important in determining students' acceptance into any professional school, but nearly all programs also require applicants to score well on standardized national exams. Development of superior communication and leadership skills is also important. Specific experiences related to future areas of study are important and are developed through Concordia's comprehensive volunteer and Cooperative Education programs. The Moorhead-Fargo area is a regional medical hub and provides valuable opportunities for Concordia students to enhance experiential connections to their preferred career areas. In many instances, the professional contact people are Concordia graduates.

In preparing applications for professional schools, students work through the College's Health Professions Advisory Committee (HPAC), beginning the application process about 18 months before the date of planned entry into their chosen professional program. The college offers support for each qualified student's application with an official Committee Evaluation completed by the HPAC. Dedicated and careful attention to the many details relative to preparation for, and application to, these professional programs, by Concordia's administration, faculty, staff and students, has resulted in long-term acceptance rates that are usually twice the national average.

Linda L. Johnson
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E-Mail: ljohnson@cord.edu
Fax: (218)299-4552

Education

Ph.D.	1983	Stanford University Major Field: History, Modern East Asia Minor Field: History, Middle East Supporting Field: Anthropology, East Asia Dissertation: Patronage and Privilege: The House of Homma in Shonai, Japan
M.A.	1975	Stanford University Major Field: History, Modern East Asia Inter-University Center for Japanese Language
B.A. with honors	1972	Macalester College Major: History Social Studies Teacher Education Program

Professional Experience

Professor of History, Concordia College, 1994-present;
Associate Professor of History, 1987-1994;
Assistant Professor of History, 1980-1987
Chairperson, Department of History, 2000-2001, 2002-2005, 2007-present
Interim Co-Vice President for Academic Affairs and Dean of the College, 2001-2002
Co-Director, Women's Studies, 2000-2001
Director, Principia, 1991-1996
Associate Dean of the College, 1985-1989

Honors and Awards

2006 Grenzebach Award, Outstanding Published Scholarship, Walton, ed., *Women and Philanthropy in Education*, L. Johnson, "The Greatest Peaceful Revolution in Our Time: The American Women's Scholarship for Japanese Women"
2005 Reuel and Alma Wije Distinguished Professorship, Concordia College
1997 Burlington Northern Teaching Award, Concordia College
1989 Asiatic Society of Japan Award
1972 Phi Beta Kappa

Publications

Johnson, Linda L. "The Greatest Peaceful Revolution in Our Time: The American Women's Scholarship for Japanese Women," in *Women and Philanthropy in Education,* Anderea Walton, ed., (Indiana University Press, 2004).

Johnson, Linda L. "The Cultural Nationalism of Tsuda Umeko," in *Japanese Cultural Nationalism: At Home In Asian and the Pacific,* Roy Starrs, ed., (Global Oriental Publishers, 2003).

Johnson, Linda L. "Agricultural Development and Technological Innovation in Pre-War Japan: The House of Homma in Shonai." in *Essays in Economic and Business History,* William R. Childs, ed. Economic and Business Historical Society. 1998.

Johnson, Linda L. "The Feminist Politics of Takako Doi and the Social Democratic Party of Japan." *Women's Studies International Forum.* XV:3, 1992.,

Fassinger, Polly A., Nancy Gilliland and Linda Johnson. "Benefits of a Faculty Writing Circle – Better Teaching," *College Teaching.* XL:2, Spring 1992.

Johnson, Linda L. "Prosperity and Welfare: Agricultural Improvement in Meiji Japan," *The Transactions of the Asiatic Society of Japan.* Fourth series, V, 1990.

Gring, David and Linda Johnson. "The Role of the Academic Department in Transmitting Institutional Mission." *The Department Advisor.* VI:1, 1990.

Johnson, Linda L. "Women's History in Cross-Cultural Perspective." *Women's Studies Quarterly*. XVI:1&2, Spring/Summer, 1989.

Johnson, Linda L. "Transforming Lives: Women's Study Circles in Historical And Cross-Cultural Perspective," *Feminist Teaching.* IV:1, 1989.

Leadership of International Education Programs

2009, 2007, 2005	Exploration Seminar, "Classical Japan"
2006	Credo [Honors] Abroad Semester [Greece and Turkey]
1981	May Seminar, "Perspectives on Social Services in East Asia" [People's Republic of China, Republic of China, Japan]

Languages

Bilingual in English and Japanese

Kenneth W. Foster

Assistant Professor, Political Science
Chair, Global Studies Program
Concordia College
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EDUCATION

Ph.D. University of California, Berkeley. Political Science. December 2003.
M.A. University of California, Berkeley. Political Science. December 1996.
M.A. Indiana University at Bloomington. East Asian Studies. June 1992.
Cert. Northeast Normal University and Yunnan University, China. Chinese language. June 1989 and June 1990.
B.S. Cornell University. Natural Resources. May 1988.

ACADEMIC POSITIONS

Assistant Professor, Department of Political Science, Concordia College (Moorhead, Minnesota), July 2007-present.
Assistant Professor, Department of Political Science, University of British Columbia, January 2004-June 2007. (On parental leave January-April, 2005).
Instructor II, Department of Political Science, UBC, July-December 2003.
Acting Instructor, Department of Political Science, UC Berkeley, Spring 2003.
Instructor and Program Director, Travel-Study Program in China, Department of Political Science, UC Berkeley, Summer 2002.
Graduate Student Instructor (teaching assistant), UC Berkeley, 1997-1999 (for Introduction to Comparative Politics (twice), Chinese Politics, and Korean Politics).
Lecturer, English Department, Chungtai Junior College, Taiwan, 1993-1995.
Lecturer (part-time), English Department, Chung-Hsing University, Taiwan, 1992-1994.

CURRENT RESEARCH AREAS

Environmental governance, policy and administrative innovation, participatory and deliberative democratic governance, NGOs and philanthropy (with reference to China).

COURSES OFFERED

At Concordia College: Introduction to Global Studies, Introduction to Comparative Politics, Democracy and Democratization in Comparative Perspective, The Politics of Development, Chinese Politics, Global and Comparative Environmental Politics.
At UBC: The State and State-Society Relations (graduate level), Theories of Political Change (graduate level), Organized Groups and the State, China and the World: Challenges to the

Global Community, Politics and the Environment in China, Chinese Politics
At UC Berkeley: Organized Groups and the State, Chinese Politics and Society (a Travel-Study Course).

RESEARCH GRANTS, FELLOWSHIPS, AND AWARDS

Fellow, Public Intellectuals Program, The National Committee on United States-China Relations, 2008-2010.
Social Sciences and Humanities Research Council of Canada, Standard Research Grant, 2005-2008 ($93,354) for the project "Innovation in Chinese Municipal Administration and Governance."
Project on Charity, Social Welfare, and Nonprofit Organizations in Contemporary China, a collaborative project with other UBC faculty members and partners in China, funded through private donations but administered through UBC, 2005-present.
Research Collaboration Program (provided $12,000 to support a research assistant and help from the Faculty of Education) of the Institute for the Scholarship of Teaching and Learning, UBC, April 2006 to April 2007, for a project on "The Role and Impact of Reflective Learning Activities in Political Science Classes."
UBC-HSS Large Grant, 2004-2005 ($7,027).
UBC-HSS Bridging Program grant, 2003-3004 ($1,999).
Department of Political Science, U.C. Berkeley, Continuing Student Fellowship, Fall 2002.
Chiang Ching-Kuo Foundation for International Scholarly Exchange, Ph.D. Dissertation Fellowship, 2001-2002.
The Association for Asian Studies, China and Inner Asia Council Small Grant, 2001-2002.
The Academy for Educational Development, National Security Education Program Graduate International Fellowship, 2000-2001.
The Committee for Scholarly Communication with China, Graduate Program Fellowship (now awarded as a Fulbright fellowship), 1999-2000.
Peter H. Odegard Memorial Award in Political Science, U.C. Berkeley, 1998.
Dept. of Education Foreign Language and Area Studies Summer Fellowship, 1997.
Institute of East Asian Studies Fellowship (2 years), U.C. Berkeley, 1995-1997.

ARTICLES AND BOOK CHAPTERS

"The Organizational Evolution of Business Associations: Processes of Change in the Transformation of China," in Conor McGrath (ed.), *Interest Groups and Lobbying: Volume Three – Latin America, Africa, the Middle East, and Asia* (London: Edwin Mellen, 2009).

"Embedded within the Bureaucracy: Business Associations in Yantai," in Jonathan Unger (ed.), *Bridges to Political Change?: Associations, Civil Society and State Corporatism in Contemporary China* (Armonk, NY: M.E. Sharpe, 2008). (Slightly revised reprint of 2002 *China Journal* article).

"Getting Involved in Research on Teaching and Learning at a Large Research University: A Case Study," *The Political Science Educator*, Vol. 12, Issue 2 (February 2008), pp. 2-4.

Miu Chung Yan, Xin Huang, Kenneth W. Foster, and Frank Tester, "Charity Development in

China: An Overview," *Asia-Pacific Journal of Social Work and Development*, Vol. 17, No. 1 (June 2007), pp. 79-94.

"Improving Municipal Governance in China: Yantai's Pathbreaking Experiment in Administrative Reform," *Modern China*, Vol. 32, No. 2 (April 2006), pp. 221-250.

Entry on "Organization Theory", in Mark Bevir (ed.), *Encyclopedia of Governance* (Thousand Oaks, CA: Sage Publications, 2006).

"Chinese Public Policy Innovation and the Diffusion of Innovations: An Initial Exploration," *Chinese Public Administration Review*, Vol. 3, No. 1-2 (March-June 2005), pp. 1-13.

"Embedded within the Bureaucracy: Business Associations in Yantai," *The China Journal*, No. 47 (January 2002), pp. 41-65.

"Transforming Administration and Governance by Creating Associations: An Evaluation of China's Experience," *Chinese Public Administration Review*, Vol. 1, No. 1 (Jan/March 2002), pp. 43-54. Reprinted in both Chinese and English in Zhang Mengzhong and Marc Holzer (eds.), *Tansuozhong de zhongguo gonggong guanli* (Exploration in Chinese Public Administration) (Guangzhou: Zhongshan daxue chubanshe, 2002).

"Associations in the Embrace of an Authoritarian State: State Domination of Society?," *Studies in Comparative International Development*, Vol. 35, No. 4 (Winter 2001), pp. 84-109.

"The Comparative Study of Associations and the Development of Associations in China" (co-authored with Baoliang Li), *Tianjin Minjian Zuzhi* (Tianjin NGOs), No. 33 (2001, Issue 1), pp. 9-13 (written in Chinese).

BOOK REVIEWS

The River Runs Black: The Environmental Challenge to China's Future, by Elizabeth Economy, in *The Journal of East Asian Studies*, Vol. 5, No. 3 (Sept-Dec 2005).
The Business of Lobbying in China, by Scott Kennedy, in *The China Journal*, Issue 54 (July 2005).
Red Capitalists in China, by Bruce Dickson, in *Pacific Affairs*, Vol. 77, No. 3 (October 2004).

CONFERENCE PAPERS AND PRESENTATIONS

Li Guo and Kenneth W. Foster, "Administrative Campaigns and Environmental Governance in Contemporary China," the Association for Asian Studies Annual Meeting, Atlanta, April 3-6, 2008.

"Democratizing Local Governance: Initial Reflections on Recent Developments in China," the Association for Asian Studies Annual Meeting, San Francisco, April 6-9, 2006.

"Improving Municipal Governance, Increasing Local Democracy: Reflections on Recent Initiatives in China," the 2005 International Conference on Public Administration, University of

Science and Technology of China, Chengdu, China, October 21-22, 2005.

"Chinese Public Policy Innovation and the Diffusion of Innovations: An Initial Exploration," the Second Sino-US International Conference on Public Administration, People's University, Beijing, China, May 24-25, 2004.

"Devolving Economic Governance Functions to Business Associations," the American Society for Public Administration National Conference, Portland, March 27-31, 2004.

"A New Call to Serve the People: Improving the Provision of Government Services at the Local Level," the Association for Asian Studies Annual Meeting, San Diego, March 4-7, 2004.

"An Organizational Perspective on Institutional Change Processes: Business Associations and Institutional Reform in China," the American Political Science Association Annual Meeting, Philadelphia, August 28 to 30, 2003.

"Administrative Restructuring and the Emergence of Sectoral Associations in China," the Association for Asian Studies Annual Meeting, Washington, April 7, 2002.

INVITED PRESENTATIONS AND CONFERENCE PARTICIPATION

Participant, Leadership Consortium for Global Learning Conference, Shared Future Initiative of the American Academy of Colleges and Universities, Philadelphia, March 19-21, 2009.

Participant, Concordia College Summit on Global Education, Bemidji, Minnesota, May 2007.

Discussion facilitator and participant, International Symposium on Charity Development (to support the drafting of a Charity Enhancement Law by China's Ministry of Civil Affairs), University of British Columbia, July 5-7, 2006.

Discussant, workshop on "Global Commons and National Interests: Domestic Climate Change Policies in an International Context," held by the U.S. Studies Program, University of British Columbia, June 9, 2006.

"China: On the Edge of Greatness or on the Edge of a Precipice?," lecture given at Pearson College, Victoria, British Columbia, January 27, 2006.

"The Challenge of Promoting Democratic Governance Mechanisms in China," presentation given at the Whistler Forum's 2005 Summit on Citizen Engagement: Collaborative Governance in the Asia-Pacific, Whistler, British Columbia, November 9-11, 2005.

"The Party and Governance," presentation given as part of a roundtable on "Contemporary China on the Eve of Hu Jintao's Visit to Vancouver: Challenges for Canada." Centre for Chinese Research, UBC, September 14, 2005.

"Reforming Municipal Government in China," public lecture given at the Centre for Chinese Research, UBC, November 17, 2004.

"Key Issues Facing Taiwan's Democracy," presentation given as part of a roundtable on "Testing Democracy in Taiwan," the Institute for Asian Research, UBC, April 2, 2004.

"The Cross-National Diffusion of Ideas in China's Reforms," presentation given at a workshop on "China Globalizing" sponsored by the Institute of Asian Research, UBC, October 2003.

"An Organizational Perspective on the Chinese Local State," presentation given at a workshop on "Mapping Chinese Local Governance," sponsored jointly by UCLA's Center for Chinese Studies and Harvard University's Kennedy School of Government, June 8-9, 2001.

EVENT AND CONFERENCE PANEL ORGANIZING

Visit by Dr. Peter Dauvergne to Concordia College, October 2008.
"Environmental Governance in China," panel at the Association for Asian Studies Annual Meeting, April 2008.
"Governance-Driven Democratization: Exploring the Theoretical Terrain and Recent Developments in China," a two-day workshop held at UBC, April 10-11, 2006. Sponsored by the Centre for the Study of Democratic Institutions, UBC.
"Political Change in China: New Developments, New Perspectives," panel at the Association for Asian Studies Annual Meeting, April 2006.
Roundtable on "Teaching about Contemporary China" for the Canadian Asian Studies Association Conference, Edmonton, Alberta, September 30, 2005. Made a presentation entitled "Engaging Students both Intellectually *and* Emotionally."
"Democratizing Governance in China: A Conversation with Professor Baogang He," an invitation-only symposium held at UBC on April 7, 2005.
"Comparative Perspectives on Third Party Governance," panel at the American Society for Public Administration National Conference, March 2004.
"Making a Better State: Improving Governance in Contemporary China," panel at the Association for Asian Studies Annual Meeting, March 2004.
"Transforming the State: Bureaucratic Structures and Governance in Contemporary China," panel at the Association for Asian Studies Annual Meeting, April 2002.

TEACHING-RELATED WORKSHOPS

<u>Concordia College Faculty Workshops</u>:
-Advising for Vocation, Summer 2008.
-Technology and Active Learning, Summer 2008.
-Service-Learning, December 2007.

<u>UBC Faculty Workshops</u>:
-Evaluating Student Writing, Centre for Teaching and Academic Growth, May 23, 2007.
-Narrative Skills Workshop, Centre for Teaching and Academic Growth, June 29-30, 2006.
-Linking Discipline-Based Research and Teaching to Benefit Student Learning, Centre for Teaching and Academic Growth, May 8, 2006.
-Co-Facilitator, workshop on "Student Journaling: Adding Motivation and Reflection Activities to Your Course," Centre for Teaching and Academic Growth, January 20,

2006.

PROFESSIONAL SERVICE

Concordia College Service:
Chair, Global Studies Program, January 2009 –.
Asian Studies Grant Committee, 2008-2009.
Member of the Concordia College Delegation to United International College, Nov. 2008.
Planning Committee, 20th Annual Nobel Peace Prize Forum, March 7-8, 2008.
Search Committee, to fill position of Assistant Professor of Chinese, 2007-2008.

Departmental Service, UBC:
Committee to Consider the Status of Associate Membership in the Department, 2006.
Graduate Admissions Committee, 2005-06 and 2006-2007.
Undergraduate Program Committee, 2005-06 and 2006-2007.

University Service, UBC:
Founder and Coordinator, The China Studies Group, a community made up of China-focused scholars (faculty and graduate students) that gathers six times a semester, 2004-2007.
Member, Research Advisory Council, Institute for the Study of Teaching and Learning, May 2006-June 2007.
University Graduate Fellowships Adjudication Subcommittee, 2005-06.
Management Committee of the Centre for Chinese Research, 2004-2007.
Asian Library Committee, 2004-2007.

Reviewed manuscripts for Routledge, Palgrave Publishers, Taylor and Francis, Broadview Press, *PS: Politics and Policy International Political Science Review*, *Comparative Politics*, *The China Review*, *Chinese Public Administration Review*, *Critical Asian Studies*, and *Pacific Affairs*.

Editorial Board Member, *Pacific Affairs*, 2007-present; *Chinese Public Administration Review*, 2001 to present.

Member, American Political Science Association (sections on Comparative Politics and Political Science Education), Association for Asian Studies.

Mary Rice
Spanish Department
Concordia College
Moorhead, MN 56562
(219) 299-3311
mrice@cord.edu

CURRICULUM VITA

EDUCATION

1988	Ph.D. in Spanish Language and Literature, University of Iowa
1980	M.A. in Spanish, University of Iowa
1978	B.A. in Spanish Education, French Education minor, Luther College
1976	Summer School, University of Guadalajara, Mexico

TEACHING EXPERIENCE

2001-present	Professor of Spanish, Concordia College
1994-2001	Associate Professor of Spanish, Concordia College
1988-1994	Assistant Professor of Spanish, Concordia College
1985-1988	Instructor of Spanish, Coe College
1982-1987	Teaching Assistant in Spanish, University of Iowa
1978-1980	Teaching Assistant in Spanish, University of Iowa

SPECIALTY AREAS

20th Century Spanish Theatre
Contemporary Spanish and Latin American Women's Literature
Spanish Grammar

ADMINISTRATIVE EXPERIENCE

2009-present	Chair, Department of Chinese
2007-present	Chair, Division of Language, Literature and Culture, Concordia College
2003-2007	Chair, Department of Spanish and Hispanic Studies, Concordia College
2001-2002	Acting Chair, Department of Spanish, Concordia College
1996	Acting Chair, Department of Spanish, Concordia College
1980-1982	Personnel Director, WGN Companies, Iowa City, Iowa
1979-1980	Assistant Coordinator of Beginning Spanish, University of Iowa
1979	Personnel Assistant, VA Medical Center, Iowa City

OTHER PROFESSIONAL EXPERIENCE

2007	Participated in the Educational Policy Improvement Center Best College Board Advanced Placement World Languages Best Practices Course Study for both language and literature
2003-2004	Consultant for Pearson Education/Prentice Hall
2003-2004	Consultant for Wiley & Sons, Inc.
2002	Consultant for Picture Window Books, Bloomington, Minnesota
1990-1991	Translator for Audio Media, Fargo, North Dakota

PUBLICATIONS

"Bunk, Brian D. *Ghosts of Passion: Martyrdom, Gender, and the Origins of the Spanish Civil War*." *Hispania*, 91, No. 2 (2008), 374-375.

"Eva Forest, coord. Alfonso Sastre o la ilusión trágica." *Estreno*, 26, No. 2 (2000), 34.

"How International Experience Affects Teaching: Understanding the Impact of Faculty Study Abroad." (With David Sandgren, Nick Ellig, Peter Hovde, and Mark Krejci). *Journal of Studies in International Education*, 3, No. 1 (1999), 33-56.

"Gender and Authority in *La casa de Bernarda Alba* and *Escuadra hacia la muerte*." *Entre Actos: Diálogos sobre teatro español entre siglos*. Ed. Martha Halsey and Phyllis Zatlin. Estreno: University Park, Pennsylvania, 1999. 337-344.

"An Evaluation of Faculty Study Abroad: A Response to Lambert's Strategic Questions." (With Peter Hovde, Nick Ellig, Mark Krejci, and David Sandgren). *International Education Forum*, 17, No. 1 (1997), 23-31.

"Diversity in Spanish History and Culture." In "A Spanish Department Report" (With David L Paulson). *Teaching at Concordia*, 19 (1996-97), 50-51.

"The Literature Dissertation as a Model for Teaching Writing" *Minnesota Language Review*, 24, No. 3 (1996), 10-16.

"Eduardo Galán Font. La silla voladora." *Estreno*, 22, No. 2 (1996), 56.

Faith and Learning in the Concordia Community: A Report to the Faculty (With Shawn Carruth, Josh Cook, Paul Dovre, James Forde, Gena Maria Koeberl, Gregg Muilenburg, Carol Pratt, Barbara Rusness and Ernest Simmons). Moorhead: Concordia College, 1995.

"Juan Villegas. Nueva interpretación del texto dramático." *Estreno*, 20, No. 2 (1994), 46-47.

Distancia e inmersión en el teatro de Buero Vallejo. New York: Peter Lang, 1992.

"Soledad Acosta de Samper: Una nueva lectura." *Hispania*, 73, No. 3 (1990), 664-665.

"Dreams as Subversion in *Aventura en lo gris* and *El sueño de la razón*." *Cincinnati Romance Review*, 9 (1990), 134-142.

"Ion T. Agheana. The Meaning of Experience in the Prose of Jorge Luis Borges." *Hispania*, 73, No. 1 (1990), 104-105.

"Síntesis de distancia e inmersión en cuatro obras de Antonio Buero Vallejo," Diss. 1988 University of Iowa.

"La novela femenina del siglo XX: Bombal, Laforet y Martín Gaite." *Mester*, 15, No. 2 (1986), 7-12.

CONFERENCE PAPERS

"Enhancing Students' Global Awareness through Short-term Travel Seminars." With Nick Ellig and Kay Schneider at the NAFSA 59th Annual Conference, May 30, 2007 in Minneapolis, MN.

"Enhancing Study Abroad Through 'New and Improved' Assessment Efforts." With Kay Schneider and Nick Ellig at the 2005 Association for Institutional Research of the Upper Midwest Meeting, November 10, 2005 in Bloomington, MN.

CHRISTINE L. SCHULZE

Concordia Language Villages
901 South 8th Street
Moorhead, MN 56562
218/299-4545; schulze@cord.edu

PROFESSIONAL EXPERIENCE

Concordia College
Vice President for International Development & Member of President's Cabinet, 2006 – present
Director of Foundation & Corporate Relations, 1988-89

Concordia Language Villages
Executive Director, 1989-Present
Assistant Director, 1983-87
Co-Leader, Swiss Abroad Program, 1987
Dean, French Language Village and French Village Weekends, 1979-84
Founder & Leader, French Voyageurs, 1979
Assistant Leader, Bicycling in Brittany, 1977
Staff Member (Assistant Dean, Credit Teacher, Counselor), French Language Village, 1974-81

EDUCATION

University of Minnesota, Minneapolis
J.D., Cum Laude, 1982
Summer of 1981; University of Minnesota International Law Program in Lyon, France

Concordia College, Moorhead, Minnesota
B.A., Summa Cum Laude, 1978
Majors: French, History/Political Science with secondary education certification; Minor: German
Scholarship: French Teaching Internship, including eight-month work/study program in Rennes, France and one-year position as an instructor in the Concordia College French Department.

RELATED EXPERIENCE

Vice Chair, Executive Committee for the Alliance for International Educational and Cultural Exchange, Washington, DC, term 2008-2010.

Member, Advisory Board for the Center for Advanced Research on Language Acquisition (CARLA) at University of Minnesota, 2009.

Member, U.S.-Norway Forum, 1998 – present.

International Baccalaureate Advisory Board Member, Northwest Suburban Integration School District #6078, Minnesota, 2005 – 2007.

Fellowship recipient, "Dimensions in Leadership," Center for Creative Leadership. San Diego, CA, 1992.

PUBLICATIONS

"Communicating across Cultures," Uniquely Gifted: Identifying and Meeting the Needs of the Twice Exceptional Student, with Kiesa Kay. Avocus Publishing, Inc., 2000.

"Deep in the Woods: Concordia Language Villages," Creating Context: Experiencing and Understanding Cultural Worlds, with Walter Enloe. Zephyr Press, 1996.

The Global Gourmet, Christine Schulze, ed., Minneapolis, MN, Bolger Publications/Creative Printing, 1992.

"'Les Voyageurs', A French Language Village Experience," L'Héritage Tranquille, The Quiet Heritage. Concordia College, 1987.

"A Guide: French Voyageur Canoeing, Quetico-Superior Canoe Country." Concordia Language Villages, 1979.

SELECTED PRESENTATIONS AND PAPERS

"Preparing our Students for Responsible Global Citizenship in the 21st Century," Keynote Speaker, Wisconsin Association of Foreign Language Teachers (WAFLT), Appleton, WI, 2008; Minnesota Council on the Teaching of Languages & Cultures Conference (MCTLC), Minneapolis, MN, 2006; Iowa World Language Association Conference (IWLA), Des Moines, IA, 2003.

"Ensuring Success in a Global Society," Keynote Speaker, Edina Parent Communication Network, Edina, MN, 2008.

"Arabic by the Lake: A Concordia Language Villages Oasis for E-12 Learners," Middle East Studies Association (MESA) Conference, Boston, MA, 2006.

"Creating a More Effective Organizational Structure to Meet the Changing Needs of the Camping Industry," Assn of Independent Camps, Bemidji, MN, 2005.

"Simulations: Powerful Tools for Contextualizing Language and Culture," Workshop, American Council on the Teaching of Foreign Languages Conference (ACTFL), Salt Lake City, UT, 2002.

"A Language Odyssey to Build World Peace & Understanding," Keynote Speaker, Alaska Foreign Language Association (AFLA), Anchorage, AK, 2001.

"Aids in French-speaking Africa: A Simulation," ACTFL, Washington, DC, 2001.

"Empowering students to Actively Learn Peacemaking Skills Through Teaching Them to Others," Higher Education for Peace, UNESCO, Tromsø, Norway, 2000.

"Language and Cultural Immersion Lead to Global Citizenship," National Association for Gifted Children, Atlanta, GA, 2000.

"Concordia, Middlebury, Monterey: A Model for Articulation in Languages and International Studies," ACTFL, Dallas, TX, 1999.

"Where on Earth," Wisconsin Association of Foreign Language Teachers (WAFLT), Appleton, WI, 1998.

"Preparing Young People for Responsible Global Citizenship," and "Developing Global Skills in an Immersion Setting, "National Council for the Social Studies (NCSS). Chicago, IL, 1995.

"Effective Steps to Successful Goal Setting" and "Don't Take Too Big A Risk," American Camp Association (ACA), Pittsburgh, PA, 1993.

"New Educational Tools to Cope with a Changing International Environment," International Studies Association (ISA), Atlanta, GA, 1992.

"The Right Proposal To the Right Funder" and "Performance Appraisals: The Art of Effective Staff Evaluation," ACA, Albuquerque, NM, 1992.

"Campus Summer Programs for Youth," National University Continuing Education Association (NUCEA), Washington, DC, 1990.

CURRICULUM VITAE

Tao Ming
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Concordia College
901 8th ST S, Moorhead, MN 56560
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EDUCATION

1990-1994	B.A., Sichuan University of International Studies, Chongqing, Sichuan, P.R. China. English Language and Literature.
1996-1999	M.A., Guangdong University of Foreign Studies, Guangzhou, P.R. China. Linguistics and Applied Linguistics.
2001-2004	M.A., University of California at Los Angeles. Linguistics.
2004-2008	Ph.D., University of California at Los Angeles. Chinese Linguistics.

TEACHING

1994-1996	Sichuan University of International Studies, Department of Teaching Chinese as a Second Language, Instructor of English.
1996-1999	Guangdong University of Foreign Studies, Department of English, TA.
1999-2001	Sichuan University of International Studies, Department of International Cultural Exchange, Instructor of English.
2001-2004	UCLA, Department of Linguistics, TA.
Fall 2004	UCLA, 495 (Teaching Asian Languages at College Level), instructor.
2004-2006	UCLA, Department of Asian Languages and Cultures, TA.
2006-2007	UCLA Extension, Modern Chinese, Instructor.
2008-present	Concordia College, Department of Language and Literature, Assistant professor of Chinese

Courses Taught:

- English Grammar, Intensive Reading, Extensive Reading (1994-1999).
- Advanced Reading, Translation, Vocabulary, GRE Preparation (1999-2001)
- Introduction to Linguistics (2001-2002)
- Intensive Chinese (Summer 2003, 2004, 2005, 2006)
- Asian 495 (Fall 2004)
- Modern Chinese (Fall 2006)
- Chinese for True Beginners 1-3 (2004-2005)
- Chinese for Heritage Learners 1A-3A (2005-2006)
- Elementary Chinese I & II (2008-2009)
- Intermediate Chinese I and II (2008-2009)
- Encountering the world through languages (2008-2009)

- Chinese Culture and Civilization (2008-2009)

AWARDS AND HONORS

2007-2008	Chancellor's Fellowship, UCLA.
Summer 2006	Graduate Seed Fellowship Awarded, UCLA.
Summer 2005	Summer Writing Fellowship, UCLA.
2001-2005	Chancellor's Fellowship, UCLA.

INVITED TALKS AND PARTICIPATION IN SCHOLARLY MEETINGS

2009 *The acquisition order of le and guo* at 17th International Conference on Chinese Language Instruction at Princeton University, April 25.

2009 *A Discourse-Pragmatic Study of the Word Order Variation in Chinese Relative Clauses* submitted to Journal of Pragmatics (accepted with minor adjustment).

2008 (with Hongyin Tao) *Developing a Chinese Heritage Learners Corpus: Issues and Preliminary Report* In He and Xiao (Eds). Chinese as a Heritage Language: Fostering Rooted World Citizenry. Haiwaii: Hawaii University Press.

2008 *The Deployment of le by CFL Learners and CHL Learners* at 16th International Conference on Chinese Language Instruction at Princeton University, April 26.

2008 *A Corpus-Based Study of Prototypes in Chinese Speakers' Acquisition of English Tense-Aspect Morphology* accepted to present by American Association for Corpus Linguistics Conference 28 at Brigham Young University, March 13-March 15, 2008.

2008 A Discourse-Pragmatic Study of the Relative Order of Numeral-Classifier and Relative Clauses in Mandarin Chinese at China Undisciplined at University of California at Los Angeles, May 30-31, 2

PUBLICATIONS

Articles

2007 Book Chapter in collaboration with Professor Hongyin Tao *Developing a Chinese Heritage Learners Corpus: Issues and Preliminary Report* scheduled to appear in a book edited by Agnes He at al in 2007, Hawaii University Press.

2005 *Chinese Relative Clauses: A Corpus-Based Study* was published at the Proceedings of NACCL 17.

Susan Lee
Assistant Professor of Art History
Art Department
Concordia College

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Concordia College
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Moorhead, MN 56562
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- Office Fax: 218-299-4256
- E-mail: slee@cord.edu

Education

Ph.D.	2003	University of Michigan, Ann Arbor History of Art, Japanese Art Dissertation: "The *Sooji Screens* and the '*Teinai yurakuzu*'"
M.A.	1994	California State University, Long Beach Art History, Asian Art Thesis: "The Changing Images of Woman in Sixteenth and Seventeenth Century Japanese Painting"
M.A.	1990	Hong Ik University, Seoul, Korea Asian painting (Studio program)
B.A.	1987	University of California, Berkeley Fine Art, Painting

Professional Experience

2008-present	Assistant Professor, Concordia College
2003-2008	Assistant Professor, Florida State University
2002-2003	Visiting Assistant Professor, Florida State University
2001 Spring	Lecturer, University of California, Riverside
2000 Winter	
1999 Fall	
2000 Fall	Lecturer, California State University, San Bernardino
2000 Spring	Lecturer, University of Southern California

Grants/Fellowships/Awards

2005	-Duke Asian/Pacific Studies Institute Travel Grant
2004	-FSU First-Year Assistant Professor Research Grant
	-Harvard Yenching Library Research Grant
	-University of Michigan Asia Library Research Grant
2003	-Association of Asian Studies, NEAC Research Grant
2001	-Calvin French Fund, Department of History of Art, University of Michigan
1999	-Freer Fellowship, Department of History of Art, University of Michigan
1994-1998	-Rackham Merit Fellowship, University of Michigan
1998	-The Goodman Fund, Center for Japanese Studies, University of Michigan
1995	-FLAS Fellowship, Center for Japanese Studies, University of Michigan

Conferences/Papers

2008	"Early Geisha?": Prostitutes on Seventeenth-Century Folding Screens" **Midwest Conference on Asian Affairs 2008, Northfield, MN**
2007	"Beauty and the 'Cultured Courtesan' of Early Modern Japanese Screen Painting" **Hawaii International Conference on Arts and Humanities 2007, Honolulu, HI**
2006	"Zen Exemplars in Brothels" **Association of Asian Studies Annual Conference 2006, San Franciso, CA**
2005	"Pictures of Ideal Lovers" **International Convention of Asia Scholars 4, Shanghai, PRC** "Sin Yunbok as Folk Hero of Late Choson Art" **South East Conference of Association of Asian Studies 2005, University of Kentucky, Lexington**
2004	"The Courtesan-prostitute Ideal in Seventeenth-century Painting" **South East Conference of Association of Asian Studies 2004, University of Florida** "Politics of Partying: *Scenes of Pleasure in Mansions*" **College Art Association Annual Conference 2004, Seattle, WA** "Images of Prostitution in Seventeenth-century *Fûzokuga*" **Southern Japan Seminar, Emory University**
2003	"Art and the Chinese Gentleman" **Appleton Museum, Ocala, FL**
2001	"The Making of '*Fûzokuga*': the Paintings and the Art Historical Category" **Association of Asian Studies Annual Conference 2001, Chicago, IL**
2000	"Play in the *Teinai Yûrakuzu*" **Western Conference of Association of Asian Studies 2000, California State University, Long Beach**
1998	"Meanings and Uses of 'Play' in the *Sôôji Screens*" **The Sixth Japan-America Workshop of Japanese Art Historians (JAWS), Princeton University**

Publications

"Literati Painting Theory and Practice in East Asian Art," ***Teaching Asian Art: Content, Context, Pedagogy***, edited by Sheng Kuan Chung (The National Art Education Association, 2010)

"Meanings and Uses of 'Play' in the *Sooji Screens*"
Japanese Art Graduate Student Workshop: Princeton, 1998

Languages Read/Spoken

-Japanese
-Korean

TAMARA SUZANNE JACKSON LANAGHAN

lanaghan@cord.edu April 2009

Educational Background

2006 Ph.D. in the Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts
Thesis: "Transforming the Seat of a Goddess into Vi u's Place: The Complex Layering of Theologies in the *Karavīra Māhātmya*," supervised by Professor Diana L. Eck.

2001 Student, American Institute of Indian Studies Summer Intensive Language Program in Marathi, Pune India.

1996 Master of Arts in Hebrew and Semitic Studies (Biblical Hebrew), University of Wisconsin, Madison, Wisconsin

1991 Master of Arts in South and Southeast Asian Studies (Sanskrit Language and Literature), University of California, Berkeley, California

1990 Bachelor of Arts in South and Southeast Asian Studies (Sanskrit Language and Literature), University of California, Berkeley, California

1985 Diploma, Dutton High School, Dutton, Montana

Teaching Experience

2006 – curr. ASSISTANT PROFESSOR, Department of Religion, Concordia College, Moorhead, Minnesota
Courses Taught:
Global Studies 240: Introduction to Asian Studies
Religion 100: Christianity and Religious Diversity
Religion 331: Understanding Religion
Religion 332: American Religions: Natives and Immigrants
Religion 338J: Religions of Asia
Religion 342: God: The Question and the Quest
Religion 345: Death and Dying

2005 – 2006 INSTRUCTOR, Department of Religion, Concordia College, Moorhead, Minnesota

1998 - 2005 TEACHING FELLOW, Harvard University, Cambridge, Massachusetts

Fall 2002 TEACHING ASSOCIATE, Department of Religious Studies, Brown University, Providence, Rhode Island

Fall 2001 VISITING ASSISTANT PROFESSOR, Department of Religious Studies, Connecticut College, New London, Connecticut

1999-2000 ASSISTANT ACADEMIC ADVISOR, Harvard Divinity School, Cambridge, Massachusetts

1998-1999 PART-TIME LECTURER, Northeastern University, Department of Philosophy & Religion, Boston, Massachusetts

Research Projects

Publications

Review of Romila Thapar, *Interpreting Early India* (Delhi: Oxford University Press, 1992) in *The Journal of Asian Studies* 53.1, February 1994, 271-72.

Papers Presented at Professional Meetings

"A Goddess in Pain: Śrī Mahālak mī is Banished from Kolhapur." Presented at the Maharashtra Study Group during the Association for Asian Studies Meetings, Chicago, Illinois, March 28, 2009.

"Agastya Goes to Kolhapur: The Metaphor of Journey in a Sanskrit *Māhātmya*." Presented as part of the panel "The Metaphor of Travel in South Asian Literature," chaired by Neelima Shukla-Bhatt, at the American Academy of Religion Eastern Regional Meeting, May 12, 2005.

"Agastya Sees Kāśī in Kolhapur: Duplication or Transposition of a Sacred City?" Presented as part of the panel "Loka and Locations: The Transformative Power of Travel to Sacred Worlds," chaired by Tamara S. J. Lanaghan, at the 215th Meeting of the American Oriental Society, Philadelphia, Pennsylvania, March 18, 2005.

"Finding Kāśī in Kolhapur: Mirroring a North Indian Sacred City in South India." Presented as part of the panel "Lokas and Locations: Borders and the Tourism of Powerful Places in Indic Religious Traditions," chaired by Kristen Scheible, at *Asian Border Crossings: New York Conference on Asian Studies*, Bard College, Annandale, New York, October 29, 2004.

"Śrī Mahālak mī at Work Shaping Kolhapur: Questions of Gender and Divine Agency in the *Karavīra Māhātmya*." Presented at the New England Association for Asian Studies 2003 Conference, Harvard University, Cambridge, Massachusetts, October 25, 2003.

"Draupadī in King Virā a's Court: Women and *Var a* in Classical Hinduism." Presented at the 204th Meeting of the American Oriental Society, Madison, Wisconsin, March 20, 1994.

"Who Knows K a's Divinity? Creating Epiphany in the *Kaliyadamana* Episode." Presented at the 7th Annual South Asia Conference, Center for South Asia Studies, Berkeley, California, February 20, 1993.

"The Figure of the *Tapasvinī*: Traditional Hindu Views about Female Asceticism." Presented at the 21st Annual Conference on South Asia, Madison, Wisconsin, November 8, 1992.

Conferences or Conference Panels Organized

"Lokas and Locations: The Transformative Power of Travel to Sacred Worlds." 215th Meeting of the American Oriental Society. Philadelphia, Pennsylvania, March 18, 2005.

"The Quest for Female Agency in South Asian Literature." New England Association for Asian Studies 2003 Conference. The Asia Center, Harvard University, Cambridge, Massachusetts, October 25, 2003.

"John B. Carman Retirement Symposium." Organized and chaired with Prof. Kimberley Patton, Harvard Divinity School, and Ms. Malgorzata Radziszewska-Hedderick, Center for the Study of World Religions. Harvard Divinity School, Cambridge, Massachusetts, May 11, 2000.

Invited Presentations

"Encountering the Hidden God." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, November 23, 2008.

"A Kaleidoscopic God." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, November 18, 2007.

"Finding Kāśī in Kolhapur: Mirroring a Sacred North Indian City in South India." Faculty Colloquium at Butler University, Indianapolis, Indiana, January 27, 2005.

"Knowing God through Human Relationships in Krishna Mythology." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, May 23, 2004.

"Finding Grace and Mercy in a Fierce Hindu Goddess." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, August 10, 2003.

"A Christian in the Presence of a Hindu Goddess." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, June 16, 2002.

"Meditations on Office 'X'." Presented at the John B. Carman Retirement Symposium, Harvard Divinity School, May 11, 2000.

Academic Awards Received

2008	❄	INTERNATIONAL PROGRAM GRANT, Office of Global Education, Concordia College. Travel to China to design a study abroad program, June 2008.
2006	❄	DISSERTATION COMPLETION GRANT, Office of Academic Affairs, Concordia College. Travel to Boston to complete writing dissertation at the Harvard University libraries, Summer 2006.
2001	❄	TUITION GRANT AND LIVING STIPEND, American Institute of Indian Studies, Chicago, Illinois. For the intensive study of Marathi in Pune, India, Summer 2001.
1996 - 2000	❄	TUITION GRANT, Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts.
	❄	FELLOW-IN-RESIDENCE, Center for the Study of World Religions, Harvard Divinity School, Cambridge, Massachusetts.
1998	❄	MELLON FELLOWSHIP FOR SUMMER LANGUAGE STUDY, Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts, for study of Marathi and Sanskrit in Kolhapur and Ahmedabad, India.
1996 - 1998	❄	LIVING STIPEND, Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts.
1995	❄	LAURENCE AND FRANCES WEINSTEIN AWARD FOR BEST GRADUATE STUDENT ESSAY, Department of Hebrew and Semitic Studies, University of Wisconsin, Madison, Wisconsin. Awarded for a paper titled "Exegesis Through Expansion: Pseudo-Philo's Interpretive Techniques in the *Book of Biblical Antiquities*."
1994 - 1996	❄	VARIOUS SCHOLARSHIPS, Wisconsin Society for Jewish Learning, Milwaukee, Wisconsin.
1990	❄	FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP, Center for South Asia Studies, University of California, Berkeley, California. For the study of First Year Intensive Hindi-Urdu at the University of California, Berkeley, Summer 1990.
1989	❄	NATIONAL ENDOWMENT FOR THE HUMANITIES YOUNGER SCHOLARS PROGRAM proposal funded at $2,200 to conduct research June 1 – August 31, 1989, resulting in an unpublished paper titled "The Living *Ramayana*: A Look at the Changing Emphases in the Complex Characterization of Kaikeyi." The research project was conducted under the guidance of Dr. Robert P. Goldman of the University of California, Berkeley, California.

Memberships in Professional Associations

American Academy of Religion — 1993 - Current
American Oriental Society — 1991 - Current
Association for Asian Studies — 1991 - Current

Foreign Languages

Primary Research Languages:
Sanskrit, Marathi, Biblical Hebrew, Aramaic.
Secondary Research Languages:
Pali, Hindi, German, French.

Special Research Interests

Pluralism as a basis for interreligious dialogue.
Narrative as a form of theological discourse in the Hindu and Lutheran traditions.
The narrative tradition of Buddha's travels in Northern Thailand.
Theology, mythology, ritual, and iconography of the goddess traditions in Hinduism and the world religions.
Sacramental theology and sacred geography in Hinduism and Lutheranism.
The interrelationship of cosmology, ethics, and religious law in Hinduism and Ancient Near Eastern Religions.

Work Experience in Research

1997 - 2005 RESEARCH ASSISTANT to Professor John B. Carman, Harvard Divinity School, Cambridge, Massachusetts; Part-time.

1995 - 1996 EDITORIAL ASSISTANT to Professor Michael V. Fox, Hebrew & Semitic Studies Department, University of Wisconsin, Madison, Wisconsin; Part-time.

1990 - 1991 RESEARCH ASSISTANT, Center for South Asian Studies, University of California, Berkeley, California; Part-time.

Work Experience in Administration

1995 - 1996 STUDENT ASSISTANT, Hebrew & Semitic Studies Department, University of Wisconsin, Madison, Wisconsin; Part-time.

1992 - 1993 CLERK TYPIST II, Madison Area Technical College, Technical and Industrial Division, Madison, Wisconsin; Part-time.

1986 - 1991 SENIOR OFFICE ASSISTANT, Diablo Valley College Financial Aid Office/Extended Opportunities and Programs Office, Pleasant Hill, California; Part-time.

Personal Information

Birth date: August 14, 1967
Birthplace: Greenbrae, California
Married with no children.
Spouse's Occupation: Independent Investor.
Religious Affiliation: Lutheran (ELCA)

VITAE: TEODORA OLIVEROS AMOLOZA

EDUCATION

1988: Ph.D., Sociology, University of Nebraska-Lincoln, Lincoln, Nebraska
1976: MS, Statistics, University of the Philippines at Los Baños
1971: BS, Agriculture (cum laude), University of the Philippines at Los Baños

PROFESSIONAL EXPERIENCE

2005-Present: Executive Director, ASIANetwork
2001-Present: Professor of Sociology, Illinois Wesleyan University, Bloomington, IL
1994-2001: Associate Professor of Sociology, Illinois Wesleyan University
1990-1994: Assistant Professor of Sociology, Illinois Wesleyan University
1993-2004: Director, International Studies Program, Illinois Wesleyan University
1997, 2000, 2001, 2008: Consultant/External Reviewer, Asian Studies Programs at 4 liberal arts colleges
8/97-12/97: International Rice Research Institute, Los Baños, Laguna, Philippines, Visiting Scientist
1989-1990: Research Associate, Bureau of Sociological Research, University of Nebraska-Lincoln
1988-1989: Post-Doc Fellow, Bureau of Sociological Research, University of Nebraska-Lincoln
1983-1984 & 1987 – 1989: University of Nebraska-Lincoln, Teaching Assistant/Instructor
1984-1987: Research Assistant, Bureau of Sociological Research, Univ. of Nebraska-Lincoln
1982-1983: Oklahoma State University, Stillwater, Oklahoma, Teaching Assistant/Instructor
1979-1982 & 1974 - 1977: University of the Philippines at Los Baños, Instructor, Statistics
1977-1979: Research Fellow, Australian Bureau of Statistics, Canberra, ACT, Australia

GRANTS/AWARDS

2000: DuPont Award for Teaching Excellence, Illinois Wesleyan University (highest faculty award at the University)
1997, 2000, 2003, 2006: co-authored Freeman Foundation grant awards to ASIANetwork totaling $4,655,658 for College-in-Asia and Student-Faculty Fellows programs
1996-98: U.S. Department of Education Grant to Illinois Wesleyan University's International Studies Program, $141,300
1996, 98, 99: Curriculum Development Grants (from Illinois Wesleyan University and the U.S. Department of Education funds) for developing and/or revising three courses in International Studies ($2,000 per grant)
1993, 95, 99: Artistic and Scholarly Development Grant, University Fellows Summer Research
(Summer) Grant and Joyce Foundation Summer Travel Grant for research at the International Rice Research Institute, Los Baños, Laguna, Philippines, total of $11,158

PUBLICATIONS

"In the Service of Globalization: Filipino and Indonesian Women in Hong Kong – A Preliminary Exploration," *Sociological Imagination* 43 (2): 5-12, 2007.

From the Executive Director, regular column in *ASIANetwork Exchange*, 2005-06, 2006-07, 2007-08, published three times a year

Preface to the ASIANetwork Freeman Student-Faculty Fellows Papers on Asia, *The Wittenberg East Asian Studies Journal*, Vol. 1, Fall 2001.

"Two Worlds, One Heart," *Illinois Wesleyan University Magazine*, Fall 2000

Introductory Sociology Resource Manual, 5th edition. Sikora, James, P. and Teodora O. Amoloza, eds. American Sociological Association, August 2000.

"ASIANetwork Freeman Student-Faculty Fellows Program: An Intense Study Abroad Experience," *ASIANetwork Exchange*, Vol. VII, #3, Spring 2000.

"Popular Culture of South and Southeast Asia" Panel Proceedings editor, *ASIANetwork Exchange*,Vol. VI, #3, February 1999.

"An Impact Analysis of the Women in Rice Farming Systems Program," *Journal of Developing Societies*, Vol. 14, #2, September 1998.
(Earlier draft cited in *From Field to Lab and Back*, David Mowbary, Consultative Group on International Agricultural Research, Washington, D.C., September, 1995.)

"Globalization and Women in the Philippines," *Globalization, Gender and Pedagogy,* Occasional Papers #3, Illinois State University, Spring 1998.

"Women in Rice Farming: Gender Issues and Economic Productivity Differentials" *ASIANetwork Exchange,* Vol. V, #1, March 1998.

"Accomplishments of the IRRI Program on Women in Rice Farming Systems," *Women in Development Information Newsletter,* University of Illinois, December 1997.
(Excerpts featured in "Feminization of Farm Research Needed," Newstime, Hyderabad, India, January 3, 1998.)

Introductory Sociology Resource Manual, 4th edition. Amoloza, Teodora O. and James P. Sikora, eds. American Sociological Association, August 1996.

INVITED LECTURES, PROFESSIONAL PAPER AND PANEL PRESENTATIONS

Panel: *In the Service of Globalization: Filipino and Indonesian Women in Hong Kong*. Midwest Sociological Society, Chicago, IL, April 5-8, 2007

IWU Faculty Colloquium Series: *Servants of Globalization: Southeast Asian Women in the International Economy.* Illinois Wesleyan University, November 10, 2006.

"Rationale and Recommendations for Building Asian Studies within the International Studies Curriculum," Keynote Address, Center for International Education Retreat, Webster University, St. Louis, MO, August 16, 2006

Panel: *Negotiating the American Educational Terrain,* Midwest Sociological Society, Milwaukee, WI, April 4-7, 2002

Panel: *Breaking the Barrier for Minorities in the Academia,* Midwest Sociological Society, Milwaukee, WI, April 4-7, 2002

Paper: "Globalization and Filipino Women." Illinois Sociological Association, Joliet, IL, October 12, 2000.

"Tales from the Heart … Retold." Keynote Address to the Illinois Wesleyan University Class of 2004, Fall Festival Convocation, August 20, 2000.

"Tales from the Heart." Keynote Address to the Illinois Wesleyan University Class of 2000, Honor's Convocation, April 19, 2000.

Panel: *Women and Families in Our Global Society.* Midwest Sociological Society, Minneapolis, MN, April 8-11, 1999.

Invited Lecturer: "Asian Women as Agricultural Workers: Challenges and Successes." Global Review Series, Illinois State University, Normal, IL, March 25, 1999.

"From Catholicism to Marxism and Back." Faculty Credo. University Chapel, Illinois Wesleyan University, March 24, 1999.

Panel Discussant: *Service Learning: Applying Sociological Education in the Community.* Midwest Sociological Society, Kansas City, MO, April 2-5, 1998

Invited Speaker, *Globalization, Gender and Pedagogy Seminar Series*. Illinois State University, Normal, IL, February 26, 1998.

Paper: "An Impact Analysis of the Women in Rice Farming Systems Program." Midwest Sociological Society, Chicago, April 3-6, 1996.

RESEARCH/TEACHING INTERESTS

Gender issues and international development Demographic issues in developing countries
Philippine culture and tradition

PROFESSIONAL MEMBERSHIPS and HONOR SOCIETIES

Alpha Kappa Delta International Honor Society (sociology)
Gamma Sigma Delta Honor Society of Agriculture
Phi Beta Delta Honor Society (Charter Member & First President, Epsilon Chi Chapter, Illinois)
Phi Beta Kappa Honor Society
Phi Kappa Phi Honor Society
Association for Asian Studies
Illinois Sociological Association
Midwest Sociological Society

Project Narrative

Other Narrative

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Attachment 2:
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Attachment 16:
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Attachment 17:
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Attachment 18:
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Attachment 19:
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Department of History, Concordia College
901 South 8th Street, Moorhead, Minnesota USA 56562
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E-Mail: ljohnson@cord.edu
Fax: (218)299-4552

Education

Ph.D.	1983	Stanford University Major Field: History, Modern East Asia Minor Field: History, Middle East Supporting Field: Anthropology, East Asia Dissertation: Patronage and Privilege: The House of Homma in Shonai, Japan
M.A.	1975	Stanford University Major Field: History, Modern East Asia Inter-University Center for Japanese Language
B.A. with honors	1972	Macalester College Major: History Social Studies Teacher Education Program

Professional Experience

Professor of History, Concordia College, 1994-present;
Associate Professor of History, 1987-1994;
Assistant Professor of History, 1980-1987
Chairperson, Department of History, 2000-2001, 2002-2005, 2007-present
Interim Co-Vice President for Academic Affairs and Dean of the College, 2001-2002
Co-Director, Women's Studies, 2000-2001
Director, Principia, 1991-1996
Associate Dean of the College, 1985-1989

Honors and Awards

2006 Grenzebach Award, Outstanding Published Scholarship, Walton, ed., *Women and Philanthropy in Education*, L. Johnson, "The Greatest Peaceful Revolution in Our Time: The American Women's Scholarship for Japanese Women"
2005 Reuel and Alma Wije Distinguished Professorship, Concordia College
1997 Burlington Northern Teaching Award, Concordia College
1989 Asiatic Society of Japan Award
1972 Phi Beta Kappa

Publications

Johnson, Linda L. "The Greatest Peaceful Revolution in Our Time: The American Women's Scholarship for Japanese Women," in *Women and Philanthropy in Education,* Anderea Walton, ed., (Indiana University Press, 2004).

Johnson, Linda L. "The Cultural Nationalism of Tsuda Umeko," in *Japanese Cultural Nationalism: At Home In Asian and the Pacific,* Roy Starrs, ed., (Global Oriental Publishers, 2003).

Johnson, Linda L. "Agricultural Development and Technological Innovation in Pre-War Japan: The House of Homma in Shonai." in *Essays in Economic and Business History,* William R. Childs, ed. Economic and Business Historical Society. 1998.

Johnson, Linda L. "The Feminist Politics of Takako Doi and the Social Democratic Party of Japan." *Women's Studies International Forum.* XV:3, 1992.,

Fassinger, Polly A., Nancy Gilliland and Linda Johnson. "Benefits of a Faculty Writing Circle – Better Teaching," *College Teaching.* XL:2, Spring 1992.

Johnson, Linda L. "Prosperity and Welfare: Agricultural Improvement in Meiji Japan," *The Transactions of the Asiatic Society of Japan.* Fourth series, V, 1990.

Gring, David and Linda Johnson. "The Role of the Academic Department in Transmitting Institutional Mission." *The Department Advisor.* VI:1, 1990.

Johnson, Linda L. "Women's History in Cross-Cultural Perspective." *Women's Studies Quarterly*. XVI:1&2, Spring/Summer, 1989.

Johnson, Linda L. "Transforming Lives: Women's Study Circles in Historical And Cross-Cultural Perspective," *Feminist Teaching.* IV:1, 1989.

Leadership of International Education Programs

2009, 2007, 2005	Exploration Seminar, "Classical Japan"
2006	Credo [Honors] Abroad Semester [Greece and Turkey]
1981	May Seminar, "Perspectives on Social Services in East Asia" [People's Republic of China, Republic of China, Japan]

Languages

Bilingual in English and Japanese

Kenneth W. Foster

Assistant Professor, Political Science
Chair, Global Studies Program
Concordia College
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Moorhead, MN 56562
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EDUCATION

Ph.D. University of California, Berkeley. Political Science. December 2003.
M.A. University of California, Berkeley. Political Science. December 1996.
M.A. Indiana University at Bloomington. East Asian Studies. June 1992.
Cert. Northeast Normal University and Yunnan University, China. Chinese language. June 1989 and June 1990.
B.S. Cornell University. Natural Resources. May 1988.

ACADEMIC POSITIONS

Assistant Professor, Department of Political Science, Concordia College (Moorhead, Minnesota), July 2007-present.
Assistant Professor, Department of Political Science, University of British Columbia, January 2004-June 2007. (On parental leave January-April, 2005).
Instructor II, Department of Political Science, UBC, July-December 2003.
Acting Instructor, Department of Political Science, UC Berkeley, Spring 2003.
Instructor and Program Director, Travel-Study Program in China, Department of Political Science, UC Berkeley, Summer 2002.
Graduate Student Instructor (teaching assistant), UC Berkeley, 1997-1999 (for Introduction to Comparative Politics (twice), Chinese Politics, and Korean Politics).
Lecturer, English Department, Chungtai Junior College, Taiwan, 1993-1995.
Lecturer (part-time), English Department, Chung-Hsing University, Taiwan, 1992-1994.

CURRENT RESEARCH AREAS

Environmental governance, policy and administrative innovation, participatory and deliberative democratic governance, NGOs and philanthropy (with reference to China).

COURSES OFFERED

At Concordia College: Introduction to Global Studies, Introduction to Comparative Politics, Democracy and Democratization in Comparative Perspective, The Politics of Development, Chinese Politics, Global and Comparative Environmental Politics.
At UBC: The State and State-Society Relations (graduate level), Theories of Political Change (graduate level), Organized Groups and the State, China and the World: Challenges to the

Global Community, Politics and the Environment in China, Chinese Politics
At UC Berkeley: Organized Groups and the State, Chinese Politics and Society (a Travel-Study Course).

RESEARCH GRANTS, FELLOWSHIPS, AND AWARDS

Fellow, Public Intellectuals Program, The National Committee on United States-China Relations, 2008-2010.
Social Sciences and Humanities Research Council of Canada, Standard Research Grant, 2005-2008 ($93,354) for the project "Innovation in Chinese Municipal Administration and Governance."
Project on Charity, Social Welfare, and Nonprofit Organizations in Contemporary China, a collaborative project with other UBC faculty members and partners in China, funded through private donations but administered through UBC, 2005-present.
Research Collaboration Program (provided $12,000 to support a research assistant and help from the Faculty of Education) of the Institute for the Scholarship of Teaching and Learning, UBC, April 2006 to April 2007, for a project on "The Role and Impact of Reflective Learning Activities in Political Science Classes."
UBC-HSS Large Grant, 2004-2005 ($7,027).
UBC-HSS Bridging Program grant, 2003-3004 ($1,999).
Department of Political Science, U.C. Berkeley, Continuing Student Fellowship, Fall 2002.
Chiang Ching-Kuo Foundation for International Scholarly Exchange, Ph.D. Dissertation Fellowship, 2001-2002.
The Association for Asian Studies, China and Inner Asia Council Small Grant, 2001-2002.
The Academy for Educational Development, National Security Education Program Graduate International Fellowship, 2000-2001.
The Committee for Scholarly Communication with China, Graduate Program Fellowship (now awarded as a Fulbright fellowship), 1999-2000.
Peter H. Odegard Memorial Award in Political Science, U.C. Berkeley, 1998.
Dept. of Education Foreign Language and Area Studies Summer Fellowship, 1997.
Institute of East Asian Studies Fellowship (2 years), U.C. Berkeley, 1995-1997.

ARTICLES AND BOOK CHAPTERS

"The Organizational Evolution of Business Associations: Processes of Change in the Transformation of China," in Conor McGrath (ed.), *Interest Groups and Lobbying: Volume Three – Latin America, Africa, the Middle East, and Asia* (London: Edwin Mellen, 2009).

"Embedded within the Bureaucracy: Business Associations in Yantai," in Jonathan Unger (ed.), *Bridges to Political Change?: Associations, Civil Society and State Corporatism in Contemporary China* (Armonk, NY: M.E. Sharpe, 2008). (Slightly revised reprint of 2002 *China Journal* article).

"Getting Involved in Research on Teaching and Learning at a Large Research University: A Case Study," *The Political Science Educator*, Vol. 12, Issue 2 (February 2008), pp. 2-4.

Miu Chung Yan, Xin Huang, Kenneth W. Foster, and Frank Tester, "Charity Development in

China: An Overview," *Asia-Pacific Journal of Social Work and Development*, Vol. 17, No. 1 (June 2007), pp. 79-94.

"Improving Municipal Governance in China: Yantai's Pathbreaking Experiment in Administrative Reform," *Modern China*, Vol. 32, No. 2 (April 2006), pp. 221-250.

Entry on "Organization Theory", in Mark Bevir (ed.), *Encyclopedia of Governance* (Thousand Oaks, CA: Sage Publications, 2006).

"Chinese Public Policy Innovation and the Diffusion of Innovations: An Initial Exploration," *Chinese Public Administration Review*, Vol. 3, No. 1-2 (March-June 2005), pp. 1-13.

"Embedded within the Bureaucracy: Business Associations in Yantai," *The China Journal*, No. 47 (January 2002), pp. 41-65.

"Transforming Administration and Governance by Creating Associations: An Evaluation of China's Experience," *Chinese Public Administration Review*, Vol. 1, No. 1 (Jan/March 2002), pp. 43-54. Reprinted in both Chinese and English in Zhang Mengzhong and Marc Holzer (eds.), *Tansuozhong de zhongguo gonggong guanli* (Exploration in Chinese Public Administration) (Guangzhou: Zhongshan daxue chubanshe, 2002).

"Associations in the Embrace of an Authoritarian State: State Domination of Society?," *Studies in Comparative International Development*, Vol. 35, No. 4 (Winter 2001), pp. 84-109.

"The Comparative Study of Associations and the Development of Associations in China" (co-authored with Baoliang Li), *Tianjin Minjian Zuzhi* (Tianjin NGOs), No. 33 (2001, Issue 1), pp. 9-13 (written in Chinese).

BOOK REVIEWS

The River Runs Black: The Environmental Challenge to China's Future, by Elizabeth Economy, in *The Journal of East Asian Studies*, Vol. 5, No. 3 (Sept-Dec 2005).
The Business of Lobbying in China, by Scott Kennedy, in *The China Journal*, Issue 54 (July 2005).
Red Capitalists in China, by Bruce Dickson, in *Pacific Affairs*, Vol. 77, No. 3 (October 2004).

CONFERENCE PAPERS AND PRESENTATIONS

Li Guo and Kenneth W. Foster, "Administrative Campaigns and Environmental Governance in Contemporary China," the Association for Asian Studies Annual Meeting, Atlanta, April 3-6, 2008.

"Democratizing Local Governance: Initial Reflections on Recent Developments in China," the Association for Asian Studies Annual Meeting, San Francisco, April 6-9, 2006.

"Improving Municipal Governance, Increasing Local Democracy: Reflections on Recent Initiatives in China," the 2005 International Conference on Public Administration, University of

Science and Technology of China, Chengdu, China, October 21-22, 2005.

"Chinese Public Policy Innovation and the Diffusion of Innovations: An Initial Exploration," the Second Sino-US International Conference on Public Administration, People's University, Beijing, China, May 24-25, 2004.

"Devolving Economic Governance Functions to Business Associations," the American Society for Public Administration National Conference, Portland, March 27-31, 2004.

"A New Call to Serve the People: Improving the Provision of Government Services at the Local Level," the Association for Asian Studies Annual Meeting, San Diego, March 4-7, 2004.

"An Organizational Perspective on Institutional Change Processes: Business Associations and Institutional Reform in China," the American Political Science Association Annual Meeting, Philadelphia, August 28 to 30, 2003.

"Administrative Restructuring and the Emergence of Sectoral Associations in China," the Association for Asian Studies Annual Meeting, Washington, April 7, 2002.

INVITED PRESENTATIONS AND CONFERENCE PARTICIPATION

Participant, Leadership Consortium for Global Learning Conference, Shared Future Initiative of the American Academy of Colleges and Universities, Philadelphia, March 19-21, 2009.

Participant, Concordia College Summit on Global Education, Bemidji, Minnesota, May 2007.

Discussion facilitator and participant, International Symposium on Charity Development (to support the drafting of a Charity Enhancement Law by China's Ministry of Civil Affairs), University of British Columbia, July 5-7, 2006.

Discussant, workshop on "Global Commons and National Interests: Domestic Climate Change Policies in an International Context," held by the U.S. Studies Program, University of British Columbia, June 9, 2006.

"China: On the Edge of Greatness or on the Edge of a Precipice?," lecture given at Pearson College, Victoria, British Columbia, January 27, 2006.

"The Challenge of Promoting Democratic Governance Mechanisms in China," presentation given at the Whistler Forum's 2005 Summit on Citizen Engagement: Collaborative Governance in the Asia-Pacific, Whistler, British Columbia, November 9-11, 2005.

"The Party and Governance," presentation given as part of a roundtable on "Contemporary China on the Eve of Hu Jintao's Visit to Vancouver: Challenges for Canada." Centre for Chinese Research, UBC, September 14, 2005.

"Reforming Municipal Government in China," public lecture given at the Centre for Chinese Research, UBC, November 17, 2004.

"Key Issues Facing Taiwan's Democracy," presentation given as part of a roundtable on "Testing Democracy in Taiwan," the Institute for Asian Research, UBC, April 2, 2004.

"The Cross-National Diffusion of Ideas in China's Reforms," presentation given at a workshop on "China Globalizing" sponsored by the Institute of Asian Research, UBC, October 2003.

"An Organizational Perspective on the Chinese Local State," presentation given at a workshop on "Mapping Chinese Local Governance," sponsored jointly by UCLA's Center for Chinese Studies and Harvard University's Kennedy School of Government, June 8-9, 2001.

EVENT AND CONFERENCE PANEL ORGANIZING

Visit by Dr. Peter Dauvergne to Concordia College, October 2008.
"Environmental Governance in China," panel at the Association for Asian Studies Annual Meeting, April 2008.
"Governance-Driven Democratization: Exploring the Theoretical Terrain and Recent Developments in China," a two-day workshop held at UBC, April 10-11, 2006. Sponsored by the Centre for the Study of Democratic Institutions, UBC.
"Political Change in China: New Developments, New Perspectives," panel at the Association for Asian Studies Annual Meeting, April 2006.
Roundtable on "Teaching about Contemporary China" for the Canadian Asian Studies Association Conference, Edmonton, Alberta, September 30, 2005. Made a presentation entitled "Engaging Students both Intellectually *and* Emotionally."
"Democratizing Governance in China: A Conversation with Professor Baogang He," an invitation-only symposium held at UBC on April 7, 2005.
"Comparative Perspectives on Third Party Governance," panel at the American Society for Public Administration National Conference, March 2004.
"Making a Better State: Improving Governance in Contemporary China," panel at the Association for Asian Studies Annual Meeting, March 2004.
"Transforming the State: Bureaucratic Structures and Governance in Contemporary China," panel at the Association for Asian Studies Annual Meeting, April 2002.

TEACHING-RELATED WORKSHOPS

<u>Concordia College Faculty Workshops</u>:
-Advising for Vocation, Summer 2008.
-Technology and Active Learning, Summer 2008.
-Service-Learning, December 2007.

<u>UBC Faculty Workshops</u>:
-Evaluating Student Writing, Centre for Teaching and Academic Growth, May 23, 2007.
-Narrative Skills Workshop, Centre for Teaching and Academic Growth, June 29-30, 2006.
-Linking Discipline-Based Research and Teaching to Benefit Student Learning, Centre for Teaching and Academic Growth, May 8, 2006.
-Co-Facilitator, workshop on "Student Journaling: Adding Motivation and Reflection Activities to Your Course," Centre for Teaching and Academic Growth, January 20,

2006.

PROFESSIONAL SERVICE

Concordia College Service:
Chair, Global Studies Program, January 2009 –.
Asian Studies Grant Committee, 2008-2009.
Member of the Concordia College Delegation to United International College, Nov. 2008.
Planning Committee, 20th Annual Nobel Peace Prize Forum, March 7-8, 2008.
Search Committee, to fill position of Assistant Professor of Chinese, 2007-2008.

Departmental Service, UBC:
Committee to Consider the Status of Associate Membership in the Department, 2006.
Graduate Admissions Committee, 2005-06 and 2006-2007.
Undergraduate Program Committee, 2005-06 and 2006-2007.

University Service, UBC:
Founder and Coordinator, The China Studies Group, a community made up of China-focused scholars (faculty and graduate students) that gathers six times a semester, 2004-2007.
Member, Research Advisory Council, Institute for the Study of Teaching and Learning, May 2006-June 2007.
University Graduate Fellowships Adjudication Subcommittee, 2005-06.
Management Committee of the Centre for Chinese Research, 2004-2007.
Asian Library Committee, 2004-2007.

Reviewed manuscripts for Routledge, Palgrave Publishers, Taylor and Francis, Broadview Press, *PS: Politics and Policy International Political Science Review*, *Comparative Politics*, *The China Review*, *Chinese Public Administration Review*, *Critical Asian Studies*, and *Pacific Affairs*.

Editorial Board Member, *Pacific Affairs*, 2007-present; *Chinese Public Administration Review*, 2001 to present.

Member, American Political Science Association (sections on Comparative Politics and Political Science Education), Association for Asian Studies.

Mary Rice
Spanish Department
Concordia College
Moorhead, MN 56562
(219) 299-3311
mrice@cord.edu

CURRICULUM VITA

EDUCATION

1988	Ph.D. in Spanish Language and Literature, University of Iowa
1980	M.A. in Spanish, University of Iowa
1978	B.A. in Spanish Education, French Education minor, Luther College
1976	Summer School, University of Guadalajara, Mexico

TEACHING EXPERIENCE

2001-present	Professor of Spanish, Concordia College
1994-2001	Associate Professor of Spanish, Concordia College
1988-1994	Assistant Professor of Spanish, Concordia College
1985-1988	Instructor of Spanish, Coe College
1982-1987	Teaching Assistant in Spanish, University of Iowa
1978-1980	Teaching Assistant in Spanish, University of Iowa

SPECIALTY AREAS

20th Century Spanish Theatre
Contemporary Spanish and Latin American Women's Literature
Spanish Grammar

ADMINISTRATIVE EXPERIENCE

2009-present	Chair, Department of Chinese
2007-present	Chair, Division of Language, Literature and Culture, Concordia College
2003-2007	Chair, Department of Spanish and Hispanic Studies, Concordia College
2001-2002	Acting Chair, Department of Spanish, Concordia College
1996	Acting Chair, Department of Spanish, Concordia College
1980-1982	Personnel Director, WGN Companies, Iowa City, Iowa
1979-1980	Assistant Coordinator of Beginning Spanish, University of Iowa
1979	Personnel Assistant, VA Medical Center, Iowa City

OTHER PROFESSIONAL EXPERIENCE

2007	Participated in the Educational Policy Improvement Center Best College Board Advanced Placement World Languages Best Practices Course Study for both language and literature
2003-2004	Consultant for Pearson Education/Prentice Hall
2003-2004	Consultant for Wiley & Sons, Inc.
2002	Consultant for Picture Window Books, Bloomington, Minnesota
1990-1991	Translator for Audio Media, Fargo, North Dakota

PUBLICATIONS

"Bunk, Brian D. *Ghosts of Passion: Martyrdom, Gender, and the Origins of the Spanish Civil War*." *Hispania*, 91, No. 2 (2008), 374-375.

"Eva Forest, coord. Alfonso Sastre o la ilusión trágica." *Estreno*, 26, No. 2 (2000), 34.

"How International Experience Affects Teaching: Understanding the Impact of Faculty Study Abroad." (With David Sandgren, Nick Ellig, Peter Hovde, and Mark Krejci). *Journal of Studies in International Education*, 3, No. 1 (1999), 33-56.

"Gender and Authority in *La casa de Bernarda Alba* and *Escuadra hacia la muerte*." *Entre Actos: Diálogos sobre teatro español entre siglos*. Ed. Martha Halsey and Phyllis Zatlin. Estreno: University Park, Pennsylvania, 1999. 337-344.

"An Evaluation of Faculty Study Abroad: A Response to Lambert's Strategic Questions." (With Peter Hovde, Nick Ellig, Mark Krejci, and David Sandgren). *International Education Forum*, 17, No. 1 (1997), 23-31.

"Diversity in Spanish History and Culture." In "A Spanish Department Report" (With David L Paulson). *Teaching at Concordia*, 19 (1996-97), 50-51.

"The Literature Dissertation as a Model for Teaching Writing" *Minnesota Language Review*, 24, No. 3 (1996), 10-16.

"Eduardo Galán Font. La silla voladora." *Estreno*, 22, No. 2 (1996), 56.

Faith and Learning in the Concordia Community: A Report to the Faculty (With Shawn Carruth, Josh Cook, Paul Dovre, James Forde, Gena Maria Koeberl, Gregg Muilenburg, Carol Pratt, Barbara Rusness and Ernest Simmons). Moorhead: Concordia College, 1995.

"Juan Villegas. Nueva interpretación del texto dramático." *Estreno*, 20, No. 2 (1994), 46-47.

Distancia e inmersión en el teatro de Buero Vallejo. New York: Peter Lang, 1992.

"Soledad Acosta de Samper: Una nueva lectura." *Hispania*, 73, No. 3 (1990), 664-665.

"Dreams as Subversion in *Aventura en lo gris* and *El sueño de la razón*." *Cincinnati Romance Review*, 9 (1990), 134-142.

"Ion T. Agheana. The Meaning of Experience in the Prose of Jorge Luis Borges." *Hispania*, 73, No. 1 (1990), 104-105.

"Síntesis de distancia e inmersión en cuatro obras de Antonio Buero Vallejo," Diss. 1988 University of Iowa.

"La novela femenina del siglo XX: Bombal, Laforet y Martín Gaite." *Mester*, 15, No. 2 (1986), 7-12.

CONFERENCE PAPERS

"Enhancing Students' Global Awareness through Short-term Travel Seminars." With Nick Ellig and Kay Schneider at the NAFSA 59th Annual Conference, May 30, 2007 in Minneapolis, MN.

"Enhancing Study Abroad Through 'New and Improved' Assessment Efforts." With Kay Schneider and Nick Ellig at the 2005 Association for Institutional Research of the Upper Midwest Meeting, November 10, 2005 in Bloomington, MN.

CHRISTINE L. SCHULZE

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901 South 8th Street
Moorhead, MN 56562
218/299-4545; schulze@cord.edu

PROFESSIONAL EXPERIENCE

Concordia College
Vice President for International Development & Member of President's Cabinet, 2006 – present
Director of Foundation & Corporate Relations, 1988-89

Concordia Language Villages
Executive Director, 1989-Present
Assistant Director, 1983-87
Co-Leader, Swiss Abroad Program, 1987
Dean, French Language Village and French Village Weekends, 1979-84
Founder & Leader, French Voyageurs, 1979
Assistant Leader, Bicycling in Brittany, 1977
Staff Member (Assistant Dean, Credit Teacher, Counselor), French Language Village, 1974-81

EDUCATION

University of Minnesota, Minneapolis
J.D., Cum Laude, 1982
Summer of 1981; University of Minnesota International Law Program in Lyon, France

Concordia College, Moorhead, Minnesota
B.A., Summa Cum Laude, 1978
Majors: French, History/Political Science with secondary education certification; Minor: German
Scholarship: French Teaching Internship, including eight-month work/study program in Rennes, France and one-year position as an instructor in the Concordia College French Department.

RELATED EXPERIENCE

Vice Chair, Executive Committee for the Alliance for International Educational and Cultural Exchange, Washington, DC, term 2008-2010.

Member, Advisory Board for the Center for Advanced Research on Language Acquisition (CARLA) at University of Minnesota, 2009.

Member, U.S.-Norway Forum, 1998 – present.

International Baccalaureate Advisory Board Member, Northwest Suburban Integration School District #6078, Minnesota, 2005 – 2007.

Fellowship recipient, "Dimensions in Leadership," Center for Creative Leadership. San Diego, CA, 1992.

PUBLICATIONS

"Communicating across Cultures," Uniquely Gifted: Identifying and Meeting the Needs of the Twice Exceptional Student, with Kiesa Kay. Avocus Publishing, Inc., 2000.

"Deep in the Woods: Concordia Language Villages," Creating Context: Experiencing and Understanding Cultural Worlds, with Walter Enloe. Zephyr Press, 1996.

The Global Gourmet, Christine Schulze, ed., Minneapolis, MN, Bolger Publications/Creative Printing, 1992.

"'Les Voyageurs', A French Language Village Experience," L'Héritage Tranquille, The Quiet Heritage. Concordia College, 1987.

"A Guide: French Voyageur Canoeing, Quetico-Superior Canoe Country." Concordia Language Villages, 1979.

SELECTED PRESENTATIONS AND PAPERS

"Preparing our Students for Responsible Global Citizenship in the 21st Century," Keynote Speaker, Wisconsin Association of Foreign Language Teachers (WAFLT), Appleton, WI, 2008; Minnesota Council on the Teaching of Languages & Cultures Conference (MCTLC), Minneapolis, MN, 2006; Iowa World Language Association Conference (IWLA), Des Moines, IA, 2003.

"Ensuring Success in a Global Society," Keynote Speaker, Edina Parent Communication Network, Edina, MN, 2008.

"Arabic by the Lake: A Concordia Language Villages Oasis for E-12 Learners," Middle East Studies Association (MESA) Conference, Boston, MA, 2006.

"Creating a More Effective Organizational Structure to Meet the Changing Needs of the Camping Industry," Assn of Independent Camps, Bemidji, MN, 2005.

"Simulations: Powerful Tools for Contextualizing Language and Culture," Workshop, American Council on the Teaching of Foreign Languages Conference (ACTFL), Salt Lake City, UT, 2002.

"A Language Odyssey to Build World Peace & Understanding," Keynote Speaker, Alaska Foreign Language Association (AFLA), Anchorage, AK, 2001.

"Aids in French-speaking Africa: A Simulation," ACTFL, Washington, DC, 2001.

"Empowering students to Actively Learn Peacemaking Skills Through Teaching Them to Others," Higher Education for Peace, UNESCO, Tromsø, Norway, 2000.

"Language and Cultural Immersion Lead to Global Citizenship," National Association for Gifted Children, Atlanta, GA, 2000.

"Concordia, Middlebury, Monterey: A Model for Articulation in Languages and International Studies," ACTFL, Dallas, TX, 1999.

"Where on Earth," Wisconsin Association of Foreign Language Teachers (WAFLT), Appleton, WI, 1998.

"Preparing Young People for Responsible Global Citizenship," and "Developing Global Skills in an Immersion Setting, "National Council for the Social Studies (NCSS). Chicago, IL, 1995.

"Effective Steps to Successful Goal Setting" and "Don't Take Too Big A Risk," American Camp Association (ACA), Pittsburgh, PA, 1993.

"New Educational Tools to Cope with a Changing International Environment," International Studies Association (ISA), Atlanta, GA, 1992.

"The Right Proposal To the Right Funder" and "Performance Appraisals: The Art of Effective Staff Evaluation," ACA, Albuquerque, NM, 1992.

"Campus Summer Programs for Youth," National University Continuing Education Association (NUCEA), Washington, DC, 1990.

CURRICULUM VITAE

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Email: ming@cord.edu

EDUCATION

1990-1994	B.A., Sichuan University of International Studies, Chongqing, Sichuan, P.R. China. English Language and Literature.
1996-1999	M.A., Guangdong University of Foreign Studies, Guangzhou, P.R. China. Linguistics and Applied Linguistics.
2001-2004	M.A., University of California at Los Angeles. Linguistics.
2004-2008	Ph.D., University of California at Los Angeles. Chinese Linguistics.

TEACHING

1994-1996	Sichuan University of International Studies, Department of Teaching Chinese as a Second Language, Instructor of English.
1996-1999	Guangdong University of Foreign Studies, Department of English, TA.
1999-2001	Sichuan University of International Studies, Department of International Cultural Exchange, Instructor of English.
2001-2004	UCLA, Department of Linguistics, TA.
Fall 2004	UCLA, 495 (Teaching Asian Languages at College Level), instructor.
2004-2006	UCLA, Department of Asian Languages and Cultures, TA.
2006-2007	UCLA Extension, Modern Chinese, Instructor.
2008-present	Concordia College, Department of Language and Literature, Assistant professor of Chinese

Courses Taught:

- English Grammar, Intensive Reading, Extensive Reading (1994-1999).
- Advanced Reading, Translation, Vocabulary, GRE Preparation (1999-2001)
- Introduction to Linguistics (2001-2002)
- Intensive Chinese (Summer 2003, 2004, 2005, 2006)
- Asian 495 (Fall 2004)
- Modern Chinese (Fall 2006)
- Chinese for True Beginners 1-3 (2004-2005)
- Chinese for Heritage Learners 1A-3A (2005-2006)
- Elementary Chinese I & II (2008-2009)
- Intermediate Chinese I and II (2008-2009)
- Encountering the world through languages (2008-2009)

- Chinese Culture and Civilization (2008-2009)

AWARDS AND HONORS

2007-2008	Chancellor's Fellowship, UCLA.
Summer 2006	Graduate Seed Fellowship Awarded, UCLA.
Summer 2005	Summer Writing Fellowship, UCLA.
2001-2005	Chancellor's Fellowship, UCLA.

INVITED TALKS AND PARTICIPATION IN SCHOLARLY MEETINGS

2009 *The acquisition order of le and guo* at 17th International Conference on Chinese Language Instruction at Princeton University, April 25.

2009 *A Discourse-Pragmatic Study of the Word Order Variation in Chinese Relative Clauses* submitted to Journal of Pragmatics (accepted with minor adjustment).

2008 (with Hongyin Tao) *Developing a Chinese Heritage Learners Corpus: Issues and Preliminary Report* In He and Xiao (Eds). Chinese as a Heritage Language: Fostering Rooted World Citizenry. Haiwaii: Hawaii University Press.

2008 *The Deployment of le by CFL Learners and CHL Learners* at 16th International Conference on Chinese Language Instruction at Princeton University, April 26.

2008 *A Corpus-Based Study of Prototypes in Chinese Speakers' Acquisition of English Tense-Aspect Morphology* accepted to present by American Association for Corpus Linguistics Conference 28 at Brigham Young University, March 13-March 15, 2008.

2008 A Discourse-Pragmatic Study of the Relative Order of Numeral-Classifier and Relative Clauses in Mandarin Chinese at China Undisciplined at University of California at Los Angeles, May 30-31, 2

PUBLICATIONS

Articles

2007 Book Chapter in collaboration with Professor Hongyin Tao *Developing a Chinese Heritage Learners Corpus: Issues and Preliminary Report* scheduled to appear in a book edited by Agnes He at al in 2007, Hawaii University Press.

2005 *Chinese Relative Clauses: A Corpus-Based Study* was published at the Proceedings of NACCL 17.

Susan Lee
Assistant Professor of Art History
Art Department
Concordia College

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Concordia College
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Moorhead, MN 56562
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Education

Ph.D.	2003	University of Michigan, Ann Arbor History of Art, Japanese Art Dissertation: "The *Sooji Screens* and the '*Teinai yurakuzu*'"
M.A.	1994	California State University, Long Beach Art History, Asian Art Thesis: "The Changing Images of Woman in Sixteenth and Seventeenth Century Japanese Painting"
M.A.	1990	Hong Ik University, Seoul, Korea Asian painting (Studio program)
B.A.	1987	University of California, Berkeley Fine Art, Painting

Professional Experience

2008-present	Assistant Professor, Concordia College
2003-2008	Assistant Professor, Florida State University
2002-2003	Visiting Assistant Professor, Florida State University
2001 Spring	Lecturer, University of California, Riverside
2000 Winter	
1999 Fall	
2000 Fall	Lecturer, California State University, San Bernardino
2000 Spring	Lecturer, University of Southern California

Grants/Fellowships/Awards

2005	-Duke Asian/Pacific Studies Institute Travel Grant
2004	-FSU First-Year Assistant Professor Research Grant
	-Harvard Yenching Library Research Grant
	-University of Michigan Asia Library Research Grant
2003	-Association of Asian Studies, NEAC Research Grant
2001	-Calvin French Fund, Department of History of Art, University of Michigan
1999	-Freer Fellowship, Department of History of Art, University of Michigan
1994-1998	-Rackham Merit Fellowship, University of Michigan
1998	-The Goodman Fund, Center for Japanese Studies, University of Michigan
1995	-FLAS Fellowship, Center for Japanese Studies, University of Michigan

Conferences/Papers

2008	"Early Geisha?": Prostitutes on Seventeenth-Century Folding Screens" **Midwest Conference on Asian Affairs 2008, Northfield, MN**
2007	"Beauty and the 'Cultured Courtesan' of Early Modern Japanese Screen Painting" **Hawaii International Conference on Arts and Humanities 2007, Honolulu, HI**
2006	"Zen Exemplars in Brothels" **Association of Asian Studies Annual Conference 2006, San Franciso, CA**
2005	"Pictures of Ideal Lovers" **International Convention of Asia Scholars 4, Shanghai, PRC** "Sin Yunbok as Folk Hero of Late Choson Art" **South East Conference of Association of Asian Studies 2005, University of Kentucky, Lexington**
2004	"The Courtesan-prostitute Ideal in Seventeenth-century Painting" **South East Conference of Association of Asian Studies 2004, University of Florida** "Politics of Partying: *Scenes of Pleasure in Mansions*" **College Art Association Annual Conference 2004, Seattle, WA** "Images of Prostitution in Seventeenth-century *Fûzokuga*" **Southern Japan Seminar, Emory University**
2003	"Art and the Chinese Gentleman" **Appleton Museum, Ocala, FL**
2001	"The Making of '*Fûzokuga*': the Paintings and the Art Historical Category" **Association of Asian Studies Annual Conference 2001, Chicago, IL**
2000	"Play in the *Teinai Yûrakuzu*" **Western Conference of Association of Asian Studies 2000, California State University, Long Beach**
1998	"Meanings and Uses of 'Play' in the *Sôôji Screens*" **The Sixth Japan-America Workshop of Japanese Art Historians (JAWS), Princeton University**

Publications

"Literati Painting Theory and Practice in East Asian Art," ***Teaching Asian Art: Content, Context, Pedagogy***, edited by Sheng Kuan Chung (The National Art Education Association, 2010)

"Meanings and Uses of 'Play' in the *Sooji Screens*"
Japanese Art Graduate Student Workshop: Princeton, 1998

Languages Read/Spoken

-Japanese
-Korean

TAMARA SUZANNE JACKSON LANAGHAN

lanaghan@cord.edu April 2009

Educational Background

2006 Ph.D. in the Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts
Thesis: "Transforming the Seat of a Goddess into Vi u's Place: The Complex Layering of Theologies in the *Karavīra Māhātmya*," supervised by Professor Diana L. Eck.

2001 Student, American Institute of Indian Studies Summer Intensive Language Program in Marathi, Pune India.

1996 Master of Arts in Hebrew and Semitic Studies (Biblical Hebrew), University of Wisconsin, Madison, Wisconsin

1991 Master of Arts in South and Southeast Asian Studies (Sanskrit Language and Literature), University of California, Berkeley, California

1990 Bachelor of Arts in South and Southeast Asian Studies (Sanskrit Language and Literature), University of California, Berkeley, California

1985 Diploma, Dutton High School, Dutton, Montana

Teaching Experience

2006 – curr. ASSISTANT PROFESSOR, Department of Religion, Concordia College, Moorhead, Minnesota
Courses Taught:
Global Studies 240: Introduction to Asian Studies
Religion 100: Christianity and Religious Diversity
Religion 331: Understanding Religion
Religion 332: American Religions: Natives and Immigrants
Religion 338J: Religions of Asia
Religion 342: God: The Question and the Quest
Religion 345: Death and Dying

2005 – 2006 INSTRUCTOR, Department of Religion, Concordia College, Moorhead, Minnesota

1998 - 2005 TEACHING FELLOW, Harvard University, Cambridge, Massachusetts

Fall 2002 TEACHING ASSOCIATE, Department of Religious Studies, Brown University, Providence, Rhode Island

Fall 2001 VISITING ASSISTANT PROFESSOR, Department of Religious Studies, Connecticut College, New London, Connecticut

1999-2000 ASSISTANT ACADEMIC ADVISOR, Harvard Divinity School, Cambridge, Massachusetts

1998-1999 PART-TIME LECTURER, Northeastern University, Department of Philosophy & Religion, Boston, Massachusetts

Research Projects

Publications

Review of Romila Thapar, *Interpreting Early India* (Delhi: Oxford University Press, 1992) in *The Journal of Asian Studies* 53.1, February 1994, 271-72.

Papers Presented at Professional Meetings

"A Goddess in Pain: Śrī Mahālak mī is Banished from Kolhapur." Presented at the Maharashtra Study Group during the Association for Asian Studies Meetings, Chicago, Illinois, March 28, 2009.

"Agastya Goes to Kolhapur: The Metaphor of Journey in a Sanskrit *Māhātmya*." Presented as part of the panel "The Metaphor of Travel in South Asian Literature," chaired by Neelima Shukla-Bhatt, at the American Academy of Religion Eastern Regional Meeting, May 12, 2005.

"Agastya Sees Kāśī in Kolhapur: Duplication or Transposition of a Sacred City?" Presented as part of the panel "Loka and Locations: The Transformative Power of Travel to Sacred Worlds," chaired by Tamara S. J. Lanaghan, at the 215th Meeting of the American Oriental Society, Philadelphia, Pennsylvania, March 18, 2005.

"Finding Kāśī in Kolhapur: Mirroring a North Indian Sacred City in South India." Presented as part of the panel "Lokas and Locations: Borders and the Tourism of Powerful Places in Indic Religious Traditions," chaired by Kristen Scheible, at *Asian Border Crossings: New York Conference on Asian Studies*, Bard College, Annandale, New York, October 29, 2004.

"Śrī Mahālak mī at Work Shaping Kolhapur: Questions of Gender and Divine Agency in the *Karavīra Māhātmya*." Presented at the New England Association for Asian Studies 2003 Conference, Harvard University, Cambridge, Massachusetts, October 25, 2003.

"Draupadī in King Virā a's Court: Women and *Var a* in Classical Hinduism." Presented at the 204th Meeting of the American Oriental Society, Madison, Wisconsin, March 20, 1994.

"Who Knows K a's Divinity? Creating Epiphany in the *Kaliyadamana* Episode." Presented at the 7th Annual South Asia Conference, Center for South Asia Studies, Berkeley, California, February 20, 1993.

"The Figure of the *Tapasvinī*: Traditional Hindu Views about Female Asceticism." Presented at the 21st Annual Conference on South Asia, Madison, Wisconsin, November 8, 1992.

Conferences or Conference Panels Organized

"Lokas and Locations: The Transformative Power of Travel to Sacred Worlds." 215th Meeting of the American Oriental Society. Philadelphia, Pennsylvania, March 18, 2005.

"The Quest for Female Agency in South Asian Literature." New England Association for Asian Studies 2003 Conference. The Asia Center, Harvard University, Cambridge, Massachusetts, October 25, 2003.

"John B. Carman Retirement Symposium." Organized and chaired with Prof. Kimberley Patton, Harvard Divinity School, and Ms. Malgorzata Radziszewska-Hedderick, Center for the Study of World Religions. Harvard Divinity School, Cambridge, Massachusetts, May 11, 2000.

Invited Presentations

"Encountering the Hidden God." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, November 23, 2008.

"A Kaleidoscopic God." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, November 18, 2007.

"Finding Kāśī in Kolhapur: Mirroring a Sacred North Indian City in South India." Faculty Colloquium at Butler University, Indianapolis, Indiana, January 27, 2005.

"Knowing God through Human Relationships in Krishna Mythology." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, May 23, 2004.

"Finding Grace and Mercy in a Fierce Hindu Goddess." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, August 10, 2003.

"A Christian in the Presence of a Hindu Goddess." Sermon at The Lutheran Church of the Holy Trinity, Vallejo, California, June 16, 2002.

"Meditations on Office 'X'." Presented at the John B. Carman Retirement Symposium, Harvard Divinity School, May 11, 2000.

Academic Awards Received

2008	❄	INTERNATIONAL PROGRAM GRANT, Office of Global Education, Concordia College. Travel to China to design a study abroad program, June 2008.
2006	❄	DISSERTATION COMPLETION GRANT, Office of Academic Affairs, Concordia College. Travel to Boston to complete writing dissertation at the Harvard University libraries, Summer 2006.
2001	❄	TUITION GRANT AND LIVING STIPEND, American Institute of Indian Studies, Chicago, Illinois. For the intensive study of Marathi in Pune, India, Summer 2001.
1996 - 2000	❄	TUITION GRANT, Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts.
	❄	FELLOW-IN-RESIDENCE, Center for the Study of World Religions, Harvard Divinity School, Cambridge, Massachusetts.
1998	❄	MELLON FELLOWSHIP FOR SUMMER LANGUAGE STUDY, Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts, for study of Marathi and Sanskrit in Kolhapur and Ahmedabad, India.
1996 - 1998	❄	LIVING STIPEND, Committee on the Study of Religion, Harvard University, Cambridge, Massachusetts.
1995	❄	LAURENCE AND FRANCES WEINSTEIN AWARD FOR BEST GRADUATE STUDENT ESSAY, Department of Hebrew and Semitic Studies, University of Wisconsin, Madison, Wisconsin. Awarded for a paper titled "Exegesis Through Expansion: Pseudo-Philo's Interpretive Techniques in the *Book of Biblical Antiquities*."
1994 - 1996	❄	VARIOUS SCHOLARSHIPS, Wisconsin Society for Jewish Learning, Milwaukee, Wisconsin.
1990	❄	FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP, Center for South Asia Studies, University of California, Berkeley, California. For the study of First Year Intensive Hindi-Urdu at the University of California, Berkeley, Summer 1990.
1989	❄	NATIONAL ENDOWMENT FOR THE HUMANITIES YOUNGER SCHOLARS PROGRAM proposal funded at $2,200 to conduct research June 1 – August 31, 1989, resulting in an unpublished paper titled "The Living *Ramayana*: A Look at the Changing Emphases in the Complex Characterization of Kaikeyi." The research project was conducted under the guidance of Dr. Robert P. Goldman of the University of California, Berkeley, California.

Memberships in Professional Associations

American Academy of Religion — 1993 - Current
American Oriental Society — 1991 - Current
Association for Asian Studies — 1991 - Current

Foreign Languages

Primary Research Languages:
Sanskrit, Marathi, Biblical Hebrew, Aramaic.
Secondary Research Languages:
Pali, Hindi, German, French.

Special Research Interests

Pluralism as a basis for interreligious dialogue.
Narrative as a form of theological discourse in the Hindu and Lutheran traditions.
The narrative tradition of Buddha's travels in Northern Thailand.
Theology, mythology, ritual, and iconography of the goddess traditions in Hinduism and the world religions.
Sacramental theology and sacred geography in Hinduism and Lutheranism.
The interrelationship of cosmology, ethics, and religious law in Hinduism and Ancient Near Eastern Religions.

Work Experience in Research

1997 - 2005 RESEARCH ASSISTANT to Professor John B. Carman, Harvard Divinity School, Cambridge, Massachusetts; Part-time.

1995 - 1996 EDITORIAL ASSISTANT to Professor Michael V. Fox, Hebrew & Semitic Studies Department, University of Wisconsin, Madison, Wisconsin; Part-time.

1990 - 1991 RESEARCH ASSISTANT, Center for South Asian Studies, University of California, Berkeley, California; Part-time.

Work Experience in Administration

1995 - 1996 STUDENT ASSISTANT, Hebrew & Semitic Studies Department, University of Wisconsin, Madison, Wisconsin; Part-time.

1992 - 1993 CLERK TYPIST II, Madison Area Technical College, Technical and Industrial Division, Madison, Wisconsin; Part-time.

1986 - 1991 SENIOR OFFICE ASSISTANT, Diablo Valley College Financial Aid Office/Extended Opportunities and Programs Office, Pleasant Hill, California; Part-time.

Personal Information

Birth date: August 14, 1967
Birthplace: Greenbrae, California
Married with no children.
Spouse's Occupation: Independent Investor.
Religious Affiliation: Lutheran (ELCA)

VITAE: TEODORA OLIVEROS AMOLOZA

EDUCATION

1988: Ph.D., Sociology, University of Nebraska-Lincoln, Lincoln, Nebraska
1976: MS, Statistics, University of the Philippines at Los Baños
1971: BS, Agriculture (cum laude), University of the Philippines at Los Baños

PROFESSIONAL EXPERIENCE

2005-Present: Executive Director, ASIANetwork
2001-Present: Professor of Sociology, Illinois Wesleyan University, Bloomington, IL
1994-2001: Associate Professor of Sociology, Illinois Wesleyan University
1990-1994: Assistant Professor of Sociology, Illinois Wesleyan University
1993-2004: Director, International Studies Program, Illinois Wesleyan University
1997, 2000, 2001, 2008: Consultant/External Reviewer, Asian Studies Programs at 4 liberal arts colleges
8/97-12/97: International Rice Research Institute, Los Baños, Laguna, Philippines, Visiting Scientist
1989-1990: Research Associate, Bureau of Sociological Research, University of Nebraska-Lincoln
1988-1989: Post-Doc Fellow, Bureau of Sociological Research, University of Nebraska-Lincoln
1983-1984 & 1987 – 1989: University of Nebraska-Lincoln, Teaching Assistant/Instructor
1984-1987: Research Assistant, Bureau of Sociological Research, Univ. of Nebraska-Lincoln
1982-1983: Oklahoma State University, Stillwater, Oklahoma, Teaching Assistant/Instructor
1979-1982 & 1974 - 1977: University of the Philippines at Los Baños, Instructor, Statistics
1977-1979: Research Fellow, Australian Bureau of Statistics, Canberra, ACT, Australia

GRANTS/AWARDS

2000: DuPont Award for Teaching Excellence, Illinois Wesleyan University (highest faculty award at the University)
1997, 2000, 2003, 2006: co-authored Freeman Foundation grant awards to ASIANetwork totaling $4,655,658 for College-in-Asia and Student-Faculty Fellows programs
1996-98: U.S. Department of Education Grant to Illinois Wesleyan University's International Studies Program, $141,300
1996, 98, 99: Curriculum Development Grants (from Illinois Wesleyan University and the U.S. Department of Education funds) for developing and/or revising three courses in International Studies ($2,000 per grant)
1993, 95, 99: Artistic and Scholarly Development Grant, University Fellows Summer Research
(Summer) Grant and Joyce Foundation Summer Travel Grant for research at the International Rice Research Institute, Los Baños, Laguna, Philippines, total of $11,158

PUBLICATIONS

"In the Service of Globalization: Filipino and Indonesian Women in Hong Kong – A Preliminary Exploration," *Sociological Imagination* 43 (2): 5-12, 2007.

From the Executive Director, regular column in *ASIANetwork Exchange*, 2005-06, 2006-07, 2007-08, published three times a year

Preface to the ASIANetwork Freeman Student-Faculty Fellows Papers on Asia, *The Wittenberg East Asian Studies Journal*, Vol. 1, Fall 2001.

"Two Worlds, One Heart," *Illinois Wesleyan University Magazine*, Fall 2000

Introductory Sociology Resource Manual, 5th edition. Sikora, James, P. and Teodora O. Amoloza, eds. American Sociological Association, August 2000.

"ASIANetwork Freeman Student-Faculty Fellows Program: An Intense Study Abroad Experience," *ASIANetwork Exchange*, Vol. VII, #3, Spring 2000.

"Popular Culture of South and Southeast Asia" Panel Proceedings editor, *ASIANetwork Exchange*,Vol. VI, #3, February 1999.

"An Impact Analysis of the Women in Rice Farming Systems Program," *Journal of Developing Societies*, Vol. 14, #2, September 1998.
(Earlier draft cited in *From Field to Lab and Back*, David Mowbary, Consultative Group on International Agricultural Research, Washington, D.C., September, 1995.)

"Globalization and Women in the Philippines," *Globalization, Gender and Pedagogy,* Occasional Papers #3, Illinois State University, Spring 1998.

"Women in Rice Farming: Gender Issues and Economic Productivity Differentials" *ASIANetwork Exchange,* Vol. V, #1, March 1998.

"Accomplishments of the IRRI Program on Women in Rice Farming Systems," *Women in Development Information Newsletter,* University of Illinois, December 1997.
(Excerpts featured in "Feminization of Farm Research Needed," Newstime, Hyderabad, India, January 3, 1998.)

Introductory Sociology Resource Manual, 4th edition. Amoloza, Teodora O. and James P. Sikora, eds. American Sociological Association, August 1996.

INVITED LECTURES, PROFESSIONAL PAPER AND PANEL PRESENTATIONS

Panel: *In the Service of Globalization: Filipino and Indonesian Women in Hong Kong*. Midwest Sociological Society, Chicago, IL, April 5-8, 2007

IWU Faculty Colloquium Series: *Servants of Globalization: Southeast Asian Women in the International Economy.* Illinois Wesleyan University, November 10, 2006.

"Rationale and Recommendations for Building Asian Studies within the International Studies Curriculum," Keynote Address, Center for International Education Retreat, Webster University, St. Louis, MO, August 16, 2006

Panel: *Negotiating the American Educational Terrain,* Midwest Sociological Society, Milwaukee, WI, April 4-7, 2002

Panel: *Breaking the Barrier for Minorities in the Academia,* Midwest Sociological Society, Milwaukee, WI, April 4-7, 2002

Paper: "Globalization and Filipino Women." Illinois Sociological Association, Joliet, IL, October 12, 2000.

"Tales from the Heart … Retold." Keynote Address to the Illinois Wesleyan University Class of 2004, Fall Festival Convocation, August 20, 2000.

"Tales from the Heart." Keynote Address to the Illinois Wesleyan University Class of 2000, Honor's Convocation, April 19, 2000.

Panel: *Women and Families in Our Global Society.* Midwest Sociological Society, Minneapolis, MN, April 8-11, 1999.

Invited Lecturer: "Asian Women as Agricultural Workers: Challenges and Successes." Global Review Series, Illinois State University, Normal, IL, March 25, 1999.

"From Catholicism to Marxism and Back." Faculty Credo. University Chapel, Illinois Wesleyan University, March 24, 1999.

Panel Discussant: *Service Learning: Applying Sociological Education in the Community.* Midwest Sociological Society, Kansas City, MO, April 2-5, 1998

Invited Speaker, *Globalization, Gender and Pedagogy Seminar Series*. Illinois State University, Normal, IL, February 26, 1998.

Paper: "An Impact Analysis of the Women in Rice Farming Systems Program." Midwest Sociological Society, Chicago, April 3-6, 1996.

RESEARCH/TEACHING INTERESTS

Gender issues and international development Demographic issues in developing countries
Philippine culture and tradition

PROFESSIONAL MEMBERSHIPS and HONOR SOCIETIES

Alpha Kappa Delta International Honor Society (sociology)
Gamma Sigma Delta Honor Society of Agriculture
Phi Beta Delta Honor Society (Charter Member & First President, Epsilon Chi Chapter, Illinois)
Phi Beta Kappa Honor Society
Phi Kappa Phi Honor Society
Association for Asian Studies
Illinois Sociological Association
Midwest Sociological Society

CONCORDIA COLLEGE
MOORHEAD MINNESOTA

April 29, 2009

Christine M. Corey
Senior Program Officer
International Education Programs
U.S. Department of Education
1990 K Street, NW, Suite 6000
Washington, DC 20006-8521

Dear Ms. Corey:

Concordia College is pleased to submit a proposal to the U.S. Department of Education Undergraduate International Studies and Foreign Language (UISFL) program. Our project, *Integrating Key Assets to Build a Comprehensive Asian Studies Program at Concordia College*, addresses three critical college Strategic Plan initiatives: a) to deliver the Concordia experience at a new level of excellence; b) to strengthen marks of program quality in international studies; and c) to strengthen connections between college life and students' futures. The proposed program will strengthen Concordia's Asian Studies program through faculty and curriculum development.

Concordia is strategically placed to provide a high quality program in undergraduate Asian Studies and to ensure that students graduate with strong skills in language and culture. In 2008, we hired Dr. Tao Ming and launched our college-level Mandarin Chinese minor. For nearly 50 years, Concordia Language Villages, a division of the college, has provided pre-collegiate study of foreign language to students aged 7 to 18 from all 50 of the United States. Concordia has a strong history of providing exceptional collegiate language instruction and study abroad experiences. Our commitment to international education is nationally recognized. The most recent Open Doors report ranks Concordia 12th in the total number of study abroad students in baccalaureate institutions and the College received the 2006 NAFSA Paul Simon Award for Campus Internationalization.

On behalf of Concordia College, I endorse and encourage your support of this grant proposal.

Sincerely,

Mark J. Krejci, Ph.D.
Vice President for Academic Affairs and
Dean of the College

Office of Academic Affairs
901 8TH STREET SOUTH ✻ MOORHEAD MN 56562 ✻ TEL 218.299.3001 ✻ FAX 218.299.4940
WWW.CONCORDIACOLLEGE.EDU

ACTFL Proficiency Guidelines—Speaking
Revised 1999

Karen E. Breiner-Sanders
Georgetown University, Middlebury College

Pardee Lowe, Jr.
U.S. Department of Defense

John Miles
Educational Testing Service

Elvira Swender
American Council on the Teaching of Foreign Languages

Preface

The ACTFL Proficiency Guidelines — Speaking (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the ACTFL Guidelines were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the Provisional Guidelines (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the ACTFL Proficiency Guidelines published in 1986.

After additional years of oral testing and of interpretation of the Guidelines, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and

Acknowledgments

ACTFL is indebted to the following individuals who contributed to the original ACTFL Proficiency Guidelines Project of 1986: Heidi Byrnes, James Child, Nina Patrizio, Pardee Lowe, Jr., Seiichi Makino, Irene Thompson, and A. Ronald Walton. Their work was the foundation for this revision project.

We would also like to thank the following committee members and reviewers who generously gave of their time and expertise during the current revision process: Lucia Caycedo Garner, Helen Hamlyn, Judith Liskin-Gasparro, Arthur Mosher, Lizette Mujica Laughlin, Chantal Thompson, and Maureen Weissenreider.

The Revision of the ACTFL Proficiency Guidelines was supported by a grant from the United States Department of Education International Research and Studies Program.

The ACTFL Proficiency Guidelines—Speaking (Revised 1999) may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL. Additional copies of the ACTFL Proficiency Guidelines—Speaking (Revised 1999) may be obtained by contacting ACTFL, 6 Executive Plaza, Yonkers, NY 10701, actflhq@aol.com.

refine the Guidelines, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the Proficiency Guidelines — Speaking are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the Guidelines.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the ACTFL Guidelines do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines — in descending rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the Guidelines is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for Advanced Mid and Advanced Low are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these Guidelines from previous versions. The Guidelines are accompanied by a Chart of Summary Highlights intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the ACTFL Proficiency Guidelines—Speaking is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of on-going discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the Guidelines' utility to the language teaching and testing community in the years to come.

Superior

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

Advanced High

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at

that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

Advanced Low

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics

associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Intermediate High

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Intermediate Low

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Novice High

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

Novice Mid

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

Chart

SUMMARY HIGHLIGHTS
ACTFL PROFICIENCY GUIDELINES—SPEAKING (REVISED 1999)

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
Superior-level speakers are characterized by the ability to: • participate fully and effectively in conversations in formal and informal settings on topics related to practical needs and areas of professional and/or scholarly interests • provide a structured argument to explain and defend opinions and develop effective hypotheses within extended discourse • discuss topics conceretely and abstractly • deal with a linguistically unfamiliar situtation • maintain a high degree of linguistic accuracy • satisfy the linguistic demands of professional and/or scholarly life	Advanced-level speakers are characterized by the ability to: • participate actively in conversations in most informal and some formal settings on topics of personal and public interest • narrate and describe in major time frames with good control of aspect • deal effectively with unanticipated complications through a variety of communicative devices • sustain communication by using, with suitable acccuracy and confidence, connected discourse of paragraph length and substance • satisfy the demands of work and/or school situations	Intermediate-level speakers are characterized by the ability to: • participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment • create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences • obtain and give information by asking and answering questions • sustain and bring to a close a number of basic, uncomplicated communicative exchanges, often in a reactive mode • satisfy simple personal needs and social demands to survive in the target language culture	Novice-level speakers are characterized by the ability to: • respond to simple questions on the most common features of daily life • convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases • satisfy a very limited number of immediate needs

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The History of the European Language Portfolio

The European Language Portfolio was created and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. The portfolio was initiated on a pan-European level during the European Year of Languages in order to support the development of learning multiple languages and cultures. The Council of Europe has two main objectives within the European Language Portfolio: first, the Council wishes to motivate learners by acknowledging their efforts to extend and diversify their language skills and cultural experiences at all levels; second, the Council wishes to provide a record of the linguistic and cultural skills acquired by language learners.

The History of the LinguaFolio

The LinguaFolio is based on the objectives of the European Language Portfolio with the needs of United States educational system in mind. It allows those who are learning or have learned a language at school or outside of school to record and reflect on their language learning and cultural experiences. It also enables learners to set personal language goals and document their progress towards reaching these goals. It is a tool that can accompany language learning throughout life. Concordia Language Villages has created the Concordia Language Visa (CLVisa) for all villagers and staff members. The CLVisa is divided into two booklets: The blue booklet, My Language Journey, is an ongoing record of language learning progress over the summers at the Villages and throughout life. The green booklet, Imagine 2008, provides space to document this summer's experiences at the Villages.

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JOURNEY

CONCORDIA LANGUAGE VISA

MY LANGUAGE JOURNEY

A LinguaFolio NCSSFL Project

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The Concordia Language Villages program does not discriminate or deny benefits to its USDA Child Nutritional Programs on the basis of race, creed, color, national origin, age, sex or physical handicap and is in full compliance with Title IX of the Educational Amendments of 1972.
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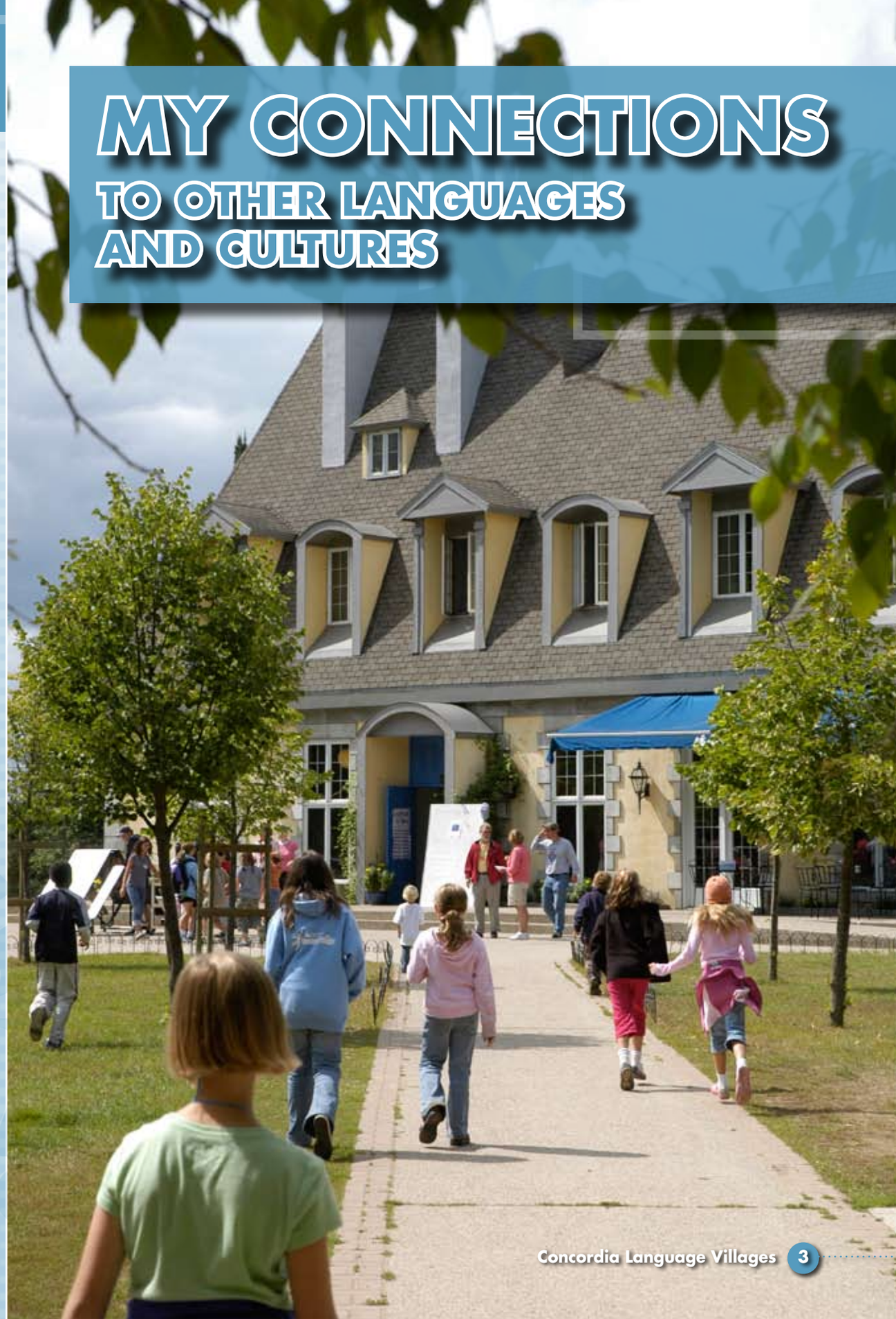
MY CONNECTIONS
TO OTHER LANGUAGES AND CULTURES



MY SUMMERS AT CONCORDIA LANGUAGE VILLAGES

YEAR	VILLAGE	SESSION TYPE (1-WK, 2-WK, CREDIT, ETC.)

CABIN	MY NAME	PROGRAMS/ACTIVITIES I REMEMEBER

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LANGUAGES I ALREADY KNOW!

Languages I know	I have spoken this language for this long	I learned this language: (at home, school, etc.)

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CONCORDIA LANGUAGE VISA
My Connections to Other Languages and Cultures

Here Are Languages I Already Know

HERE'S WHAT I CAN SAY IN THESE LANGUAGES ...

	Language	Language	Language
I can say how I am feeling.	YES ○	YES ○	YES ○
I can tell time.	YES ○	YES ○	YES ○
I can sing a song.	YES ○	YES ○	YES ○
I can count from 1-20.	YES ○	YES ○	YES ○
I can say what color something is.	YES ○	YES ○	YES ○
I can say where I live.	YES ○	YES ○	YES ○
I can say the alphabet.	YES ○	YES ○	YES ○
I can name my favorite foods.	YES ○	YES ○	YES ○
I can say the days of the week.	YES ○	YES ○	YES ○
I can name some animals.	YES ○	YES ○	YES ○
I can count from 21-50.	YES ○	YES ○	YES ○
I can say what the weather is like.	YES ○	YES ○	YES ○
I can say please and thank you.	YES ○	YES ○	YES ○
I can say hello and goodbye.	YES ○	YES ○	YES ○
I can say how old I am.	YES ○	YES ○	YES ○
I can name my family members.	YES ○	YES ○	YES ○

I CAN ASK OTHERS...

their name.	YES ○	YES ○	YES ○
where they live.	YES ○	YES ○	YES ○
how they are feeling.	YES ○	YES ○	YES ○
where they are going.	YES ○	YES ○	YES ○
what they want to do.	YES ○	YES ○	YES ○
if they want something.	YES ○	YES ○	YES ○
what the weather is like.	YES ○	YES ○	YES ○
what time it is.	YES ○	YES ○	YES ○

I HAVE SEEN OR HEARD THESE THINGS IN ANOTHER LANGUAGE:

WRITE DOWN WHERE YOU SAW THE FOLLOWING ITEMS AND WHAT LANGUAGE WAS USED.

MENU

LANGUAGE:

WHERE:

FLAGS

LANGUAGE:

WHERE:

COIN/PAPER MONEY

LANGUAGE:

WHERE:

PUBLIC SIGN

LANGUAGE:

WHERE:

MOVIE

LANGUAGE:

WHERE:

BOOK OR MAGAZINE

LANGUAGE:

WHERE:

DANCE

LANGUAGE:

WHERE:

GAME

LANGUAGE:

WHERE:

TV PROGRAM

LANGUAGE:

WHERE:

NEWSPAPER

LANGUAGE:

WHERE:

WORDS ON CLOTHING

LANGUAGE:

WHERE:

SONG

LANGUAGE:

WHERE:

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CONNECTING WITH THE WORLD...

I have met people who speak these languages:

I have family members who come from these countries and use these languages:

My favorite phrase in another language:

In the future I would like to learn these languages:

I have visited these countries where these languages are spoken:

I have friends or e-mail pals who speak these languages:

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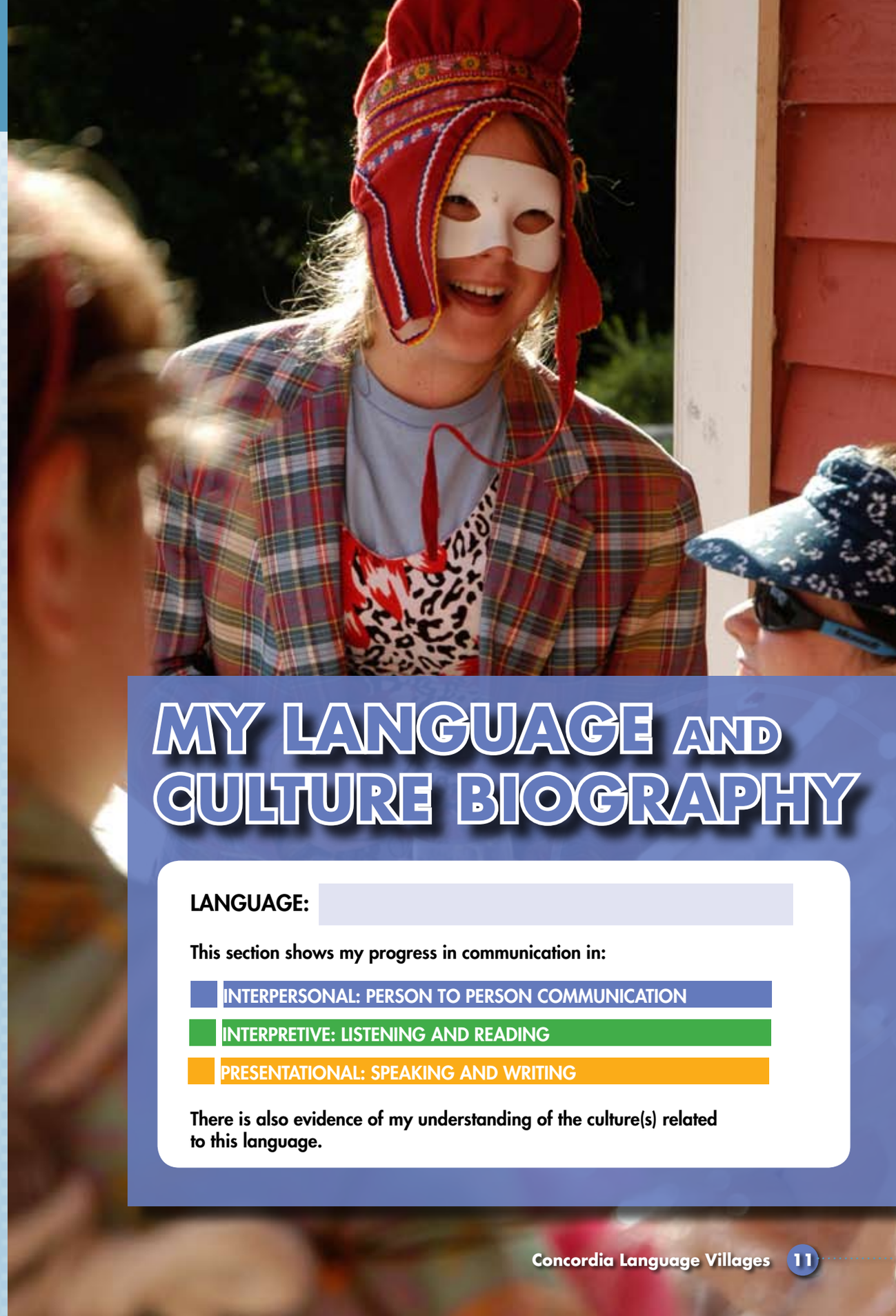

MY LANGUAGE AND CULTURE BIOGRAPHY

LANGUAGE:

This section shows my progress in communication in:

- INTERPERSONAL: PERSON TO PERSON COMMUNICATION
- INTERPRETIVE: LISTENING AND READING
- PRESENTATIONAL: SPEAKING AND WRITING

There is also evidence of my understanding of the culture(s) related to this language.

HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can exchange greetings with people.			
I can ask and respond to "how are you?"			
I can use polite words like "please" and "thank you" in conversations.			
I can introduce myself to others and ask who they are.			
I can talk with someone about things I like and dislike.			
I can share with someone a simple description of myself, my family, and other people I know.			
I can share with someone simple descriptions of places and things.			
I can make plans with someone about what to do, where to go, and when to meet.			
I can ask people for things and give people things they request.			
I can talk with a clerk in order to buy things at a store.			
I can make and respond to requests for food at a dining table.			
I can withdraw money/exchange money at a bank.			
I can ask and give simple directions to different places.			
I can ask and answer simple questions.			
I can carry on a simple, short conversation on a very familiar topic.			
I can say when I don't understand and ask people to repeat or speak more slowly.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can carry on a conversation about things I am interested in.			
I can carry on a conversation about daily life.			
I can share with someone descriptions of people, places, or things.			
I can ask for and give directions from one place to another.			
I can share personal preferences and feelings with reasons for them.			
I can express and react to feelings such as surprise, happiness, sadness, interest, or lack of interest.			
I can state a personal problem simply (I am hungry, thirsty, tired, etc.), and offer simple solutions to these problems.			
I can carry on a simple conversation about activities, events that are going to happen.			
I can carry on a simple conversation about activities, events that have happened already.			
I can complete simple tasks like ordering in a restaurant, making purchases, buying tickets when traveling where the language I am learning is spoken.			
I can ask and answer a variety of questions.			
I can carry on a conversation on a variety of topics that are familiar to me.			
I can ask someone to explain in simpler language and I can repeat what was said to make sure that I understand.			
I can ask and respond to factual questions about geography, history, art, music, math, science, literature.			
I can discuss topics about geography, history, art, music, math, science, literature.			
I can discuss information and share opinions on a variety of topics related to current events.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can begin and continue a conversation about things I am interested in, using lots of description and detail.			
I can share descriptions of persons, places, or things using a wide variety of descriptive words and phrases.			
I can discuss preferences, feelings, likes and dislikes, offering detailed reasons and explanations to support my opinions.			
I can support my opinions and make recommendations, providing detailed explanations, arguments, and reactions to the topic being discussed.			
I can discuss problems and suggest possible solutions to resolve the problems.			
I can express a variety of emotions and react appropriately to other people's emotions.			
I can talk about things that have happened, giving background information along with the sequence of events.			
I can talk about things that will happen in the future, giving explanations and details about the events.			
I can talk about things that could happen in the future, giving some explanations and details about the events.			
I can discuss what would have happened if circumstances, events, actions had been different from the current situation.			
I can successfully handle almost all communication needs when traveling in the countries where the language I am learning is spoken.			
I can ask and answer a wide variety of questions on many different topics, giving reasons and explanations, and asking follow-up questions to keep the conversation going.			
I can participate in a spontaneous discussion and express my opinions, though I may have difficulty saying exactly what I want to express on occasion.			
I can ask for a definition or explanation and will rephrase what has been said to make sure that I understand.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Person to Person Communication	Beginning/ Date	Good Control/ Date	Secure/ Date
I can begin and effortlessly continue a long conversation on a wide variety of topics.			
I can express myself spontaneously and with ease for social, academic, and professional purposes.			
I can share detailed and comprehensive descriptions of persons, places, or things.			
I can discuss and defend preferences, feelings, likes and dislikes clearly and precisely.			
I can discuss a complicated problem or dilemma, and negotiate to arrive at a solution.			
I can effectively and fluently talk about things that have happened.			
I can effectively and fluently talk about things that will happen.			
I can effectively and fluently talk about things that could happen.			
I can effectively handle unpredictable situations.			
I can successfully handle a complication in any social, academic, or professional situation.			
I can convey and understand finer shades of meaning to adapt to the demands of the conversation.			
I can exchange complex information related to a variety of disciplines (i.e., science, social studies, art, literature).			
I can ask for more information and clarification, and will paraphrase to ensure understanding.			
I can backtrack and restructure my message in a conversation so smoothly that other people do not notice it.			
I can use idiomatic expressions and colloquialisms effectively in conversation.			
I can handle with ease all communication needs when traveling in the countries where the language I am learning is spoken.			
I can ask and answer a wide variety of questions on a wide variety of topics that require extended explanations and follow-up discussion.			
I can comfortably participate in a spontaneous discussion on any topic, and clearly express and defend my opinions.			
I can ask for a definition or explanation, and will rephrase what has been said to make sure that I understand.			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand some words, short phrases (i.e. hello, thank you, please).			
I can understand words that sound like English.			
I can understand numbers when accompanied by gestures, pictures, or objects.			
I can understand the prices of items in a store.			
I can understand the hour that something happens (i.e., 3:00).			
I can follow simple directions to complete a task if the directions are accompanied by gestures, props, pictures.			
I can understand the general idea of simple songs accompanied by gestures, props, pictures.			
I can understand words, short phrases, expressions used daily.			
I can understand the main idea of simple, short announcements accompanied by gestures, props, pictures.			
I can understand simple questions about myself and my family when accompanied by gestures, props, pictures.			
I can understand simple questions about likes/dislikes when accompanied by gestures, props, pictures.			
I can understand the main idea of a conversation about a familiar topic when people speak slowly and clearly, and use gestures, props, pictures.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand numbers in familiar situations.			
I can understand the time and part of the day that something happens (i.e., 2:15 , 4:45, in the morning, in the evening)			
I can understand the main idea and some supporting ideas of songs if there are gestures, props, or pictures.			
I can understand short conversations on topics that are familiar to me, though I sometimes have to ask for repetition.			
I can understand simple questions on topics that are familiar to me, though I sometimes have to ask for repetition.			
I can understand the main idea and some details of announcements if there are gestures, props, or pictures.			
I can understand step-by-step directions on how to complete a task if accompanied by gestures, props, or pictures.			
I can understand the main idea and some supporting ideas of a skit or presentation if accompanied by gestures, props, or pictures.			
I can understand the main idea and some supporting ideas when people talk about things that happened in the past.			
I can understand the main idea and some supporting ideas when people talk about things that will happen in the future.			
I can identify main ideas and some details of topics presented on TV.			
I can identify main ideas and some details of topics presented on the radio.			
I can follow the plot and some details in a feature-length film.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand with ease an extended conversation on a familiar topic.			
I can understand with ease the main idea and all supporting ideas of announcements.			
I can understand with ease a skit or play on a familiar topic.			
I can understand the main idea and most supporting ideas of songs.			
I can understand a wide variety of questions and follow-up requests for more information.			
I can understand the main points and many supporting ideas in a speech about familiar and some unfamiliar topics.			
I can understand the main idea and supporting ideas when people talk about familiar and some unfamiliar topics that happened in the past.			
I can understand with ease the main idea and supporting ideas when people talk about familiar and some unfamiliar topics that will happen in the future.			
I can distinguish among past, present, and future time frames when someone is speaking.			
I can understand when someone talks about possibilities (i.e., what would happen if ...; what would have happened if ...)			
I can understand television/radio programs if the topic is familiar to me.			
I can understand the storyline and many details of most feature films.			
I can understand many idioms and colloquial expressions if I am familiar with the context.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Listening	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand longer, more complex conversations on familiar and unfamiliar topics.			
I can follow with ease the main points and details of an extended talk or presentation on familiar and unfamiliar topics.			
I can understand with ease most television/radio programs on familiar and unfamiliar topics.			
I can understand with ease the storyline and details of feature films.			
I can detect the tone, style, and perspective of the speaker in spoken presentations.			
I can understand with ease when people talk in a variety of timeframes.			
I can understand most spoken language whether live or broadcast on any topic, even when delivered at fast native speed.			
I can understand idioms and colloquial expressions used by native speakers.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Reading in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand signs and labels that represent words I have learned.			
I can understand the words on a simple form (i.e., name, address, date of birth).			
I can understand words that look like words I already know in my own language.			
I can understand short, simple written directions if there are illustrations to help me.			
I can understand short, simple written messages on notes and postcards if I am familiar with the words.			
I can identify familiar names, words, phrases in short, simple readings (i.e., a rhyme, proverb, poem, simple story).			
I can understand basic facts and information from nonfiction texts such as newspapers, Internet sites.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
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I can ...			

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HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand short, simple texts such as menus, maps, advertisements, posters, schedules.			
I can understand simple messages, notes, invitations on topics I am familiar with.			
I can find the basic information I need when I look at things like ads, schedules, menus, phone books, brochures.			
I can understand simple instructions, directions, rules if they are accompanied by illustrations.			
I can identify main topics in short newspaper or magazine articles.			
I can understand short, simple readings on topics that I have talked about in the language I am learning.			
I can guess the meaning of certain words by looking for word roots and thinking about the context in which the word is used.			
I can demonstrate understanding of online communication on a wide variety of topics.			
I can find and use needed information from multiple sources for a research task.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Reading in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can understand letters and e-mails on familiar and some unfamiliar topics, though I may have to use a dictionary occasionally.			
I can understand a variety of newspapers and magazine articles on familiar and some unfamiliar topics, though I may have to use a dictionary occasionally.			
I can understand the main ideas and important details in poems, short stories, plays, short novels, though I may have to use a dictionary occasionally.			
I can begin to recognize tone, style, perspective in poems, short stories, plays, short novels.			
I can understand the motives for the characters' actions and their consequences in the development of the plot in a short story, play, or short novel.			
I can identify some of the social, political, or historical background of a poem, short story, play, or short novel in order to enhance my understanding of the work.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
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I can ...			
I can ...			

PR/Award # P016A090069

HERE IS WHAT I CAN DO IN ...

Reading	Beginning/ Date	Good Control/ Date	Secure/ Date
I can read newspaper and magazine articles on familiar and unfamiliar topics, and rapidly grasp the content to determine if a more careful reading is necessary.			
I can read and understand sophisticated texts written for professional and technical purposes.			
I can read and understand all forms of literature, interpreting explicit and implicit meanings.			
I can recognize tone, style, perspective in poetry, prose, essays, newspaper, magazine articles.			
I can recognize plays on words, and appreciate texts whose real meaning is not explicit.			
I can understand the meanings of nearly all idiomatic and colloquial expressions used by native speakers.			
I can recognize and understand the influence of the social, political, or historical background while reading an authentic document or piece of literature.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
Arabic, Chinese, Japanese, Korean, Russian ...	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can give basic information about myself (name, where I live, age, nationality).			
I can give basic information about someone else (name, where he/she lives, age, nationality).			
I can give simple information about my family (names, relationships, ages).			
I can give simple information about someone else's family (names, relationships, ages).			
I can list things I like, don't like.			
I can list what I did today.			
I can use simple phrases and sentences to describe my activities, hobbies, interests.			
I can give simple commands to someone to complete a task (i.e., pass me the bread, show me the book, give me the ball).			
I can recite simple poems, proverbs, rhymes, songs.			
I can present short skits and dialogues.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can describe myself, my family, other people using several simple sentences.			
I can describe where I live using several simple sentences.			
I can describe my daily activities and what I like to do using several simple sentences.			
I can talk about activities, events that are happening now.			
I can talk about activities, events that are going to happen.			
I can talk about activities, events that happened.			
I can talk about my needs and wants and preferences.			
I can summarize information in a simple way.			
I can give simple explanations for my plans and actions.			
I can retell a story based on picture prompts.			
I can give a series of commands to someone to complete a task (i.e., go to the store, buy me a soda, meet me at the beach.)			
I can recite poems, proverbs, rhymes, songs.			
I can present skits, dialogues, short plays.			
I can present on a variety of topics of personal and academic interest.			
I can describe my hopes, dreams, ambitions.			
I can present my viewpoint on an issue and support my opinion.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can give detailed descriptions and explanations on a wide variety of topics of interest to me.			
I can describe my dreams, hopes, ambitions in detail.			
I can talk about a past experience in detail and describe my feelings and reactions.			
I can summarize news items, interviews, stories, films, plays in detail.			
I can explain a viewpoint on an issue giving the pros and cons of various opinions.			
I can tell a story or recount an event in detail using a variety of transition and sequencing words.			
I can give a presentation and respond to audience questions.			
I can give a formal speech.			
I can give a series of detailed commands/directions to someone to complete a task.			
I can present original and/or authentic plays and stories.			
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I can ...			

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HERE IS WHAT I CAN DO IN ...

Speaking	Beginning/ Date	Good Control/ Date	Secure/ Date
I can give detailed descriptions and explanations on a wide variety of technical and non-technical topics.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to eliminate confusion in the audience.			
I can deliver a clear and smoothly flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure.			
I can depart when necessary from the text I prepared for my presentation in order to respond to the audience.			
I can summarize information from different sources in a coherent presentation.			
I can express myself fluently and convey finer shades of meaning precisely.			
I can present complex original and/or authentic plays and stories.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

Note: Writing in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/ Date	Secure/ Date
I can copy words and short phrases.			
I can label items in a picture, on a poster, etc.			
I can complete a simple form (name, address).			
I can write short lists based on familiar topics.			
I can write short sentences about myself in a journal.			
I can write simple notes and messages.			
I can write a simple description of an event.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			
In Arabic, Chinese, Japanese, Korean, and Russian	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
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I can ...			
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I can ...			
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I can ...			
I can ...			

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HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/ Date	Secure/ Date
I can write simple sentences describing myself and others.			
I can write a series of simple sentences about my life.			
I can write simple descriptions of people, places, things.			
I can write simple steps to complete a task.			
I can write short messages, postcards, simple notes.			
I can write short journal entries about my activities and experiences.			
I can write a short story about something that happened using simple sentences.			
I can write a short story about something that is going to happen using simple sentences.			
I can write a simple poem, song, chant, rhyme.			
I can write a simple script for a skit or dialogue.			
I can express my opinion and give reasons to support it.			
I can write about an experience from the past and how I felt about it.			
I can describe a meaningful experience with explanations.			
I can describe and explain my personal experiences and everyday events in a series of paragraphs.			
I can write a composition on a topic from history, art, music, science.			
I can ...			
I can ...			
In Arabic, Chinese, Japanese, Korean, and Russian	**Beginning/ Date**	**Good Control/ Date**	**Secure/ Date**
I can ...			
I can ...			
I can ...			
I can ...			
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I can ...			
I can ...			
I can ...			
I can ...			

Note: Writing in Arabic, Chinese, Japanese, Korean, and Russian will develop more slowly because these languages use writing systems substantially different from the Roman alphabet.

HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/Date	Secure/ Date
I can write several paragraphs about personal experiences.			
I can write several paragraphs on topics of interest.			
I can write about past events with substantial detail and description.			
I can write about future events with substantial detail and description.			
I can write about events that might/could take place using substantial detail and description.			
I can write about my experiences, including insights and reflections on the experiences in a journal.			
I can write summaries and reports on a variety of topics.			
I can write both formal and informal letters.			
I can write original stories and scripts with substantial detail and description.			
I can write original newspaper and magazine articles with substantial detail and description.			
I can ...			
I can ...			
I can ...			
I can ...			
I can ...			

In Arabic, Chinese, Japanese, Korean, and Russian	Beginning/ Date	Good Control/Date	Secure/ Date
I can ...			
I can ...			
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I can ...			

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HERE IS WHAT I CAN DO IN ...

Writing	Beginning/ Date	Good Control/ Date	Secure/ Date
I can write original texts including letters, newspaper and magazine articles, poetry, stories, scripts, essays in a culturally authentic style.			
I can write detailed narratives and descriptions of a factual nature.			
I can write reports and research papers on technical topics with significant precision and detail.			
I can write a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.			
I can write summaries and reviews of professional or literary works.			
I can convey finer shades of meaning through precise choice of wording.			
I can ...			
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I can ...			
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I can ...			
I can ...			
I can ...			
I can ...			

In Arabic, Chinese, Japanese, Korean, and Russian	Beginning/ Date	Good Control/ Date	Secure/ Date
I can ...			
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CONCORDIA LANGUAGE VISA
My Connections to Other Languages and Cultures

My Culture Biography

MY CULTURE BIOGRAPHY

Here are things I have learned that will help me act in a polite way when I meet people and carry on conversations with people from (country)_____.

Here are customs from (country)_____ and what these customs help me understand about the people and country.

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Here are issues that are important to the world, and what I learned about how the people from (country)_____are responding to these issues.

CONCORDIA LANGUAGE VISA
My Connections to Other Languages and Cultures

My Culture Biography

Here are some things I learned that helped me understand my own country and culture, and the country and culture of_____.

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MY LANGUAGE SKILLS IN

(please write language here)

		EMERGING		DEVELOPING	
		Low	High	Low	High
INTERPERSONAL	Person-to-Person Communication	I can exchange greetings/ farewells, and respond with "thank you" appropriately.	I can ask simple memorized questions, and respond to simple questions with yes/no or short responses; I can share likes, dislikes, and simple descriptions.	I can carry on a short conversation about daily life in the Village, asking and answering simple questions; I can share simple reasons for my preferences and feelings.	I can begin and carry on a conversation spontaneously on topics that are familiar and related to interests and activities within and outside the Village; I can discuss things that happened or will happen.
INTERPRETIVE	Listening	I can understand greetings and simple statements accompanied by gestures and strong visual support.	I can understand words and phrases used daily in the Villages. I can understand questions about me and my personal experiences when people speak at a slow conversational rate, use gestures and visuals.	I can understand conversations on familiar topics and the main point in short, clear messages and announcements, with some gestures and visual support.	I can follow conversations on topics familiar to me when people speak clearly at a slow conversational rate; I can understand the main idea and some details of oral presentations
INTERPRETIVE	Reading	I can understand signs and labels that represent words I have learned.	I can understand familiar words, phrases, and simple written messages on notes and postcards.	I can understand short, simple texts such as advertisements, menus, maps, schedules, signs, invitations, announcements.	I can understand the main idea and some details in texts such as magazine articles, some newspaper articles, poems, short plays.
PRESENTATIONAL	Spoken Presentations	I can use memorized phrases to introduce myself.	I can use simple phrases and sentences to provide information about myself and where I live in the Village; I can present simple poems, rhymes, songs, skits for an audience.	I can use a series of phrases and sentences to provide basic information about myself, my family and other people; I can summarize in a simple fashion.	I can connect sentences in a simple way in order to tell a story; I can describe personal experiences and plans for the future; I can dramatize authentic poems, songs, short plays.
PRESENTATIONAL	Written Presentations	I can copy words that I have learned.	I can fill in a registration form, label a picture, make lists of words and phrases I have learned.	I can write short, simple notes and messages providing basic information about me and my personal experiences at the Village.	I can write simple sentences and questions about my life within and outside the Village; I can describe people and things; I can write a simple story.

		TRANSITIONING		EXTENDING	
		Low	High	Low	High
INTERPERSONAL	Person-to-Person Communication	I can begin and sustain a conversation spontaneously on a wide variety of topics, asking and responding to a variety of questions; I can support my opinions and make recommendations.	I can take an active part in spontaneous discussions in familiar and many unfamiliar contexts, expressing and explaining my views; I can move comfortably from past to present to future time frames.	I can express myself fluently and spontaneously with only occasional hesitations, using language flexibly and effectively for social and professional purposes.	I can initiate and take part effortlessly in any conversation or discussion, expressing myself fluently and conveying finer shades of meaning precisely for social and professional purposes.
INTERPRETIVE	Listening	I can understand longer conversations and presentations on familiar and some unfamiliar topics. I may need to have the information repeated.	I can understand extended speaking and follow discussions that are based on a variety of topics, even those unfamiliar to me; I can understand most TV/radio programs and the story line of feature films.	I can understand extended speaking on most topics even when there are many slang or local expressions, or a local dialect. I can easily understand most media programs.	I can understand most spoken language whether live or broadcast on any topic even when delivered at a fast native speed; I can deduce meaning from the context.
INTERPRETIVE	Reading	I can understand the main idea and many details on topics of interest to me in texts such as magazine and newspaper articles, short stories, plays.	I can understand magazine and newspaper articles, recognizing the writer's viewpoints; I can understand a variety of literature, including plays, short stories, poems, novels.	I can understand long and complex texts as well as recognize a variety of styles. I can understand specialized articles and technical instructions.	I can understand with ease almost all forms of written language, including abstract and complex texts. I can distinguish subtlety, humor, and tone.
PRESENTATIONAL	Spoken Presentations	I can connect sentences in order to describe experiences, events, and plans, adding my opinion as appropriate. I can narrate a story and relate my reactions.	I can present clear and detailed descriptions on a range of topics related to my experiences and interests; I can present and justify my viewpoint on an issue; I can give a presentation and respond to audience questions.	I can develop a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.	I can deliver a clear and flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure, conveying finer shades of meaning precisely.
PRESENTATIONAL	Written Presentations	I can write about my personal preferences, experiences, daily routines, and events within and outside the Village; I can write formal and informal letters.	I can write clear and detailed descriptions and narrations of paragraph length about personal experiences and topics of general interest, giving reasons in support or against a particular point of view.	I can write a clear and well-organized presentation on a topic of personal, academic, or professional interest, paying appropriate attention to the audience.	I can write a clear and smoothly flowing presentation or argument in a style appropriate to the context and audience, using an effective and logical structure. I can express myself fluently and convey finer shades of meaning precisely.

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Teaching Evaluation Form

Course: _____ Section Number or Time of Day: _____ Instructor: _____

The data from these **anonymous** evaluations will be used, in combination with other materials, for promotion and tenure review and for departmental evaluations of the instructor's performance. Your opinions about this course are a vital component in the college's efforts to maintain excellence in the classroom. Thank you for taking the time to respond carefully to this teaching evaluation. First, please provide some information about yourself. Which of the following best describes why you are taking this course? **(Please fill in the bubbles completely for all that apply.)**

satisfies a major/minor requirement satisfies a core requirement elective course

With a #2 pencil please respond to the following statements using a 0 - 10 scale, with 0 representing the lowest rating and 10 the highest rati

Teaching	0	1	2	3	4	5	6	7	8	9	10
The instructor's approach to teaching contributed to my learning.											
The instructor's approach to teaching stimulated my interest in the course content.											
The instructor demonstrated the importance and significance of the subject matter.											
Communication	0	1	2	3	4	5	6	7	8	9	10
The instructor encouraged me to set and achieve challenging academic goals.											
The instructor presented course content/materials in a clear and understandable way.											
The instructor encouraged a learning environment in which I could ask questions and express my opinion.											
Outcomes	0	1	2	3	4	5	6	7	8	9	10
The course improved my ability to address problems and make informed decisions.											
The course improved my ability to think critically about issues in this area of study.											
The course improved my ability to make connections between this area of study and other areas of study.											
Grading	0	1	2	3	4	5	6	7	8	9	10
The instructor explained the syllabus, course requirements and expectations clearly and concisely.											
The instructor's evaluation of my performance contributed to my learning											
Summary	0	1	2	3	4	5	6	7	8	9	10
My overall rating of the teaching of this course.											
My overall rating of this class.											

The following statements only apply to selected courses. Please evaluate them only if instructed to do so by the person administering the evaluation.

	0	1	2	3	4	5	6	7	8	9	10
The laboratory sessions, clinical experiences, or field experiences associated with this course contributed to my understanding of course concepts.											
One-on-one lessons with the instructor contributed to my understanding of course concepts or enhanced my skills.											
The instructor's use of group discussions or teams contributed to my understanding of course concepts.											

Please turn this form over and complete the questions on the back side of this page. Thank you.

1. What do you feel has been done well in the teaching and administration of this course?

2. What suggestions do you have for improving and strengthening the teaching and administration of this course?

3. General comments-please feel free to comment on any aspect of this course.

GLOBAL EDUCATION QUESTIONNAIRE

We are interested in learning about the extent to which courses at Concordia expose students to international and global concerns. Please be assured that your answers will be held in the strictest confidence, and that you will never be identified in any way in and part of this research process.

Part 1. Please indicate the degree to which you think **this course would make students more knowledgeable or aware** in the following topic areas. Please indicate your assessment on each of the "feeling thermometers" following each question. Circle the place on each thermometer that best indicates your feelings about the course, **from "0" degrees (Very little) to "100" degrees (Very much).**

"To what degree would you say this class would make students more knowledgeable or aware ...

1. ...of prevailing global conditions and developments, including emergent conditions and trends in such areas as population growth, economic development, environmental change, political conflict, science and technology?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

2. ...of the factors that have shaped the global problems of today and the effects these problems have on other world conditions and trends?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

3. ...of the degree that past human actions or inactions contributed to the shaping of global problems and world conditions today?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

4. ...of the extent to which human action today can change global problems and world conditions tomorrow?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

5. ...that people of other nations have view of the world profoundly different from our own?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

6. ...of the diversity of ideas and practices found in other societies?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

7. ...of how our own society might be viewed from the perspective of people in other nations?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

8. ...that we each have a perspective, a view of the world that is not necessarily shared by people of other cultures?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

Please complete the other side of this page.

Part 1. Continued...

"To what degree would you say this class would make students more knowledgeable or aware ...

9. ...of the social, cultural, political, psychological, etc., influences that shape our view of the world?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

10. ...of developing nations and their people?"

Very little -0----10----20----30----40----50----60----70----80----90----100+ **Very much**

Part 2. Finally, we would like you to provide us with some information about **yourself** and **your general feelings about this class.** Please mark the category following each question that best describes you.

11. "In comparison to other courses I have taken at Concordia, my overall assessment of this class is:"

Negative -0----10----20----30----40----50----60----70----80----90----100+ **Positive**

12. "What grade do you expect to receive in this class?"

1 ( ) A	3 ( ) B+	5 ( ) B-	7 ( ) C
2 ( ) A-	4 ( ) B	6 ( ) C+	8 ( ) C- or lower

13. "What is your gender?" 1 ( ) Male 2 ( ) Female

14. "What do you consider your major field(s) of study?"

_____ _____

15. "What is your academic class?"

1 ( ) Frosh	3 ( ) Junior	5 ( ) Other
2 ( ) Sophomore	4 ( ) Senior	

16. "Finally, we would like to know about your travel and living experience abroad. Please record the history of your travel and/or residence abroad, beginning the most recent."

1 ( ) I have **not** traveled or lived abroad.

2 ( ) I have traveled or lived abroad:

Date?	Country(ies)?	Duration?	Purpose of Travel/Residence?
19_____	_____	_____weeks	_____
19_____	_____	_____weeks	_____
19_____	_____	_____weeks	_____

Thank you for assistance in this evaluation project.

Please complete the other side of this page.

The Liberal Arts Core Curriculum at Concordia

Becoming Responsibly Engaged in the World

As an essential part of the liberal arts approach to learning, every candidate for the Bachelor of Arts degree at Concordia is required to take a specific set of courses that comprise the Liberal Arts Core Curriculum. These courses are designed to provide a solid foundation in written and oral communication skills and to establish a methodological competency and a sensitivity to intellectual perspective through the study of a variety of disciplines. Core courses emphasize the development of analytical and critical thought processes and the ability to recognize and deal constructively with significant problems. Through the Core Curriculum, students also develop an appreciation for other peoples and cultures and an ability to respond to change in creative, effective ways. The Core Curriculum's explicit goal is to prepare our students to be responsibly engaged in the world.

The Goals for Liberal Learning in the Core Curriculum are the following:

Goal 1: Instill a love for learning
- Demonstrate an ability to learn independently (seek opportunities to learn)
- Appreciate that learning is a lifelong process
- Obtain information needed to make informed judgments

Goal 2: Develop foundational skills and transferable intellectual capacities
- Express ideas effectively
- Make decisions and solve problems by engaging in creative and critical thinking
- Access and evaluate a variety of sources of information
- Consider multiple perspectives when developing solutions to problems

Goal 3: Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives and their connections
- Demonstrate proficiency in a discipline
- Demonstrate that problem solving involves multiple perspectives and tools

Goal 4: Cultivate an examined cultural, ethical, physical, and spiritual self-understanding
- Understand the influence of a religious worldview
- Appreciate the aesthetic dimensions of life
- Identify the factors that contribute to self-understanding
- Identify how personal, interpersonal, social, cultural, and religious factors shape people's identity

Goal 5: Encourage responsible participation in the world
- Demonstrate ethical commitment by making critical, principled decisions
- Demonstrate intercultural competence
- Apply academic learning to their personal, professional, and civic lives
- Apply knowledge and skills to influence the affairs of the world

The Core Curriculum consists of 13.5 courses/ 54 credit hours arranged in the following major groups:

Foundation courses: 4.5 courses / 18 credit hours
Exploration courses: 8 courses / 32 credit hours
Perspectives designated courses: 2 courses / 0 credit hours
Capstone course: 1 course / 1.0 course credit / to be initiated in Fall 2010

Foundation Courses

- Inquiry Seminars: (one course) These seminars are designed to introduce students to the world of scholarship through intensive, collaborative investigations of innovative topics. Excitement and challenge characterize these courses as students are invited to be co-

inquirers into topics and problems that have impassioned their professors. All first-year students take these seminars during their first semester at Concordia.

Inquiry Seminars are devoted to helping students develop critical thinking skills and fostering a lifelong love of learning. These writing intensive courses emphasize the foundational and transferable skills of data collection, assumption analysis, thesis construction and argument development.

- Inquiry Oral Communication: (one course) In the Oral Communication courses, students will learn to produce and critique messages in public speaking and group settings. These courses will emphasize the oral applications of critical thinking strategies: research techniques, citation methods, information and persuasive message goals, and the roles and functions of group members and leaders.
- Inquiry Written Communication: (one course) With the Written Communication courses, Concordia establishes its writing expectations by emphasizing generative and polished writing as modes of inquiry. These courses also develop transferable skills such as argument development, analysis and response, personal style and writing from sources. These courses are designed to reinforce the critical thinking and information literacy skills introduced in the Inquiry Seminars.
- Religion I: (one course) This course, normally taken during a first-year student's second semester, focuses on Christianity and religious diversity.
- Wellness and Physical Education: (two courses of 1 credit each) These courses, normally taken in a student's first year are designed to teach health-related fitness and activity involvement and to encourage a lifelong pattern of physical fitness.

Exploration Courses

These courses constitute the heart of the Concordia Core Curriculum. They are designed to provide students with the breadth of knowledge and experience that characterize the well-educated liberal arts student. They are also designed to assure that Concordia students are prepared to be responsibly i engaged in the affairs of the world. No one part of the Core Curriculum can accomplish these goals individually, but the whole of the Core can do so. Consequently, students are required to take seven courses in thefour areas of the Core: Two courses are required in the Natural Sciences and Mathematics — one in natural science and one in mathematics; two courses are required in the Social Sciences; one World Language course is required at the second-semester level or higher; and two courses are required in the Arts and Humanities — one in the arts and one in the humanities. No more than one course from a single department may be taken to satisfy the Exploration requirement in the Natural Sciences and Mathematics, Arts and Humanities, and the Social Sciences. One course should be at the 300 level and preferably taken in the junior or senior year. A wide variety of courses are available t to students in their pursuit of these requirements.

In addition, an advanced religion course (300 level) is required in the student's junior or senior year.

Perspectives Courses

Perspectives designated courses are designed to help students understand the global and increasingly interdependent character of the world. They will help them to see that no position is without a perspective and no policy is without an assumptive base. Students are required to take two courses with Perspectives designation: one with a U.S. Cultural Diversity designation (U) and one with an International and Global designation(G). These courses are found throughout the curriculum .

Capstone Courses

Capstone courses will be introduced to the Core curriculum in the Fall 2010 semester.

Courses used to fulfill Core requirements are not eligible for the pass/fail grading option.

GER 422 — Advanced Topics in German Culture and Society, 0.5 credit. A2. Study of selected topics of German social history, fine arts, literature and film, with particular emphasis on contemporary issues. Prerequisite: GER 311 — Advanced Composition and Style or equivalent

GER 430 — German Literary Periods, 1.0 credit. A2. A study of the major themes and character of the literature of the major German literary periods. Offerings include: German Literature from Luther to Lessing, German Literary Classicism, Romanticism and Literature of the 20th century. Prerequisite: Advanced GER 311 — Composition and Style or equivalent. GER 330 — Introduction to German Literature is highly recommended.

GER 431 — German Literary Genres, 1.0 credit. A2 (2009-2010). An in-depth look at one of the following literary genres: drama of German-speaking countries, the German novella, lyric poetry, and folk literature and fairy tales. Prerequisite: GER 311 — Advanced Composition and Style or equivalent. GER 330 — Introduction to German Literature is highly recommended.

GER 440 — Topics in German Film, 1.0 credit. A2 (2009-2010). Special topics in literature and film, including the History of German Film, Films by German Women, New German Cinema, and Films of the Weimar Republic and the Third Reich. Prerequisite: GER 311 — Advanced Composition and Style or equivalent

GER 480 — Independent Study, 0.5 to 1.0 credit. D. This course provides an opportunity for individual students to conduct in-depth research of a particular topic under the direct supervision of a faculty member. Contact the department or program chair for more information.

GER 490 — Practicum, 0.5 or 1.0 credit. D. Opportunity to earn college credit for exploration of various aspects of German-speaking culture and society. The practicum may be arranged for either the summer or the school year. Approval by the German department is required before departure.

Global Studies

An Interdisciplinary Program

Programs offered:

- Major in Global Studies
  - Global Systems and Issues Track (10.0 course credits)
  - Cultural and Regional Studies Track
    - Asian Studies Concentration (8.0 course credits plus language requirement)
    - European Studies Concentration (8.0 course credits plus language requirement)
    - Latin American Studies Concentration (8.0 course credits plus language requirement)
    - Russian Studies Concentration (8.0 course credits plus language requirement)
    - Scandinavian Studies Concentration (8.0 course credits plus language requirement)
  - Worlds in Dialogue Track (10.0 course credits)

Faculty

Global Studies Program Steering Committee

Rebecca R. Moore, chair
Francisco L. Cabello
Jonathan P. Clark
Nicholas R. Ellig
Linda L. Johnson
Jan H. Pranger
Ronald G. Twedt

Global Systems and Issues Track Steering Committee

Rebecca R. Moore, chair
Per M. Anderson
Nicholas R. Ellig
Linda L. Johnson
Ronald G. Twedt

Cultural and Regional Studies Track Steering Committee

Jonathan P. Clark, European studies, chair
Eduardo Gargurevich, Latin American studies
Linda L. Johnson, Asian studies

Worlds in Dialogue Track Steering Committee

Francisco L. Cabello, chair
Dawn E. Duncan
Gregg A. Muilenburg
Jan H. Pranger
Sonja P. Wentling

Concordia's global studies major is unique in that it engages students in dialogue across the traditionally disparate areas of global and regional (or area) studies. Students majoring in global studies apply multiple disciplinary and regional perspectives to study global issues in one of three tracks: global systems and issues, cultural and regional studies or worlds in dialogue. They also take three required courses for the major: GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies; GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies; and GS 410 — Global Studies Senior Seminar

While many students will choose to focus on either global or regional matters by choosing either the global systems and issues track or the cultural and regional studies track, all students will receive a taste of both the global and the regional through the required introductory global studies courses. The senior seminar course will pull together students from all three tracks and allow for the exchange of both global and regional perspectives on the course theme. Similarly, the worlds in dialogue track serves as a bridge between the other two tracks by inviting students to reflect on how diverse religious, philosophical, cultural and historical experiences may influence thinking about how global problems should be addressed.

The global studies program provides learning experiences that prepare students to achieve the following outcomes:

- gain an understanding of the evolution of the current social institutions, assumptions and practices that shape the interactions of peoples around the globe. Students will also be encouraged to look beyond these current arrangements and think critically and imaginatively about possible new ways of managing global interactions.
- explore how trends that are contributing to an increasingly borderless world and growing human interaction might be serving to both fragment and integrate the global community. These trends include new technologies, environmental changes, population growth, growing economic inequalities, trade and investment, contagious diseases and possibly the emergence of global norms of democracy and human rights.
- develop a greater appreciation for the role that religion plays in public life throughout much of the non-Western world.
- explore whether universal values exist that might guide our interactions with each other and shape institutions and principles for global governance.

- reflect on their own individual responsibility to the increasingly borderless world in which we all must reside. Given the unprecedented level of wealth, military power, and cultural/ideological appeal currently enjoyed by the United States, we believe that students must also be encouraged to consider whether "great powers" and their citizens have a unique responsibility for the world outside their borders.

Major in Global Studies: Global Systems and Issues Track

Students pursuing this track will explore the contemporary institutions, assumptions, norms and practices that transcend individual states and civilizations and shape the interactions — social, political, economic and religious — of the peoples and states of the world. Students will not only explore the evolution of these various arrangements (including institutions such as the United Nations and the World Trade Organization), they will also be encouraged to think about the implications of current trends and developments for the future of these arrangements. Requirements for a **major in global studies: global systems and issues track** are 10.0 course credits:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- ECON 333 — International Economics I, 0.5 credit
- ECON 335 — International Economics II, 0.5 credit
- HIST 152 — World in Perspective since 1500, 1.0 credit
- P SC 241 — International Politics, 1.0 credit
- REL 392 — Religion and World Affairs, 1.0 credit
- SOC 312 — Global Development Issues, 1.0 credit **OR**
  SOC 328 — Class, Race, and Ethnicity, 1.0 credit
- 1.0 additional course selected from the following:
  - HIST 314 — U.S. Foreign Policy, 1.0 credit
  - HIST 336 — Clash of Cultures: The World and the West, 1.0 credit
  - P SC 332 — U.S.-China Relations, 1.0 credit
  - P SC 352 — U.S. Foreign Policy, 1.0 credit
- 1.0 additional course credit selected from the following:
  - GEO 201 — World Geography, 1.0 credit
  - HIST 365, P SC 365 — Global Issues, 1.0 credit
  - P SC 360 — International Security, 1.0 credit
  - P SC 441 — Ethics and International Relations, 1.0 credit
  - REL 340 — Ethics of Aid and Development, 1.0 credit
  - REL 348X — Ethics of Sustainable Community, 1.0 credit
  - SOC 217 — Cultural Anthropology, 1.0 credit
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Major in Global Studies: Cultural and Regional Studies Track

(five regional concentrations offered)

Students pursuing this track will focus their study in a particular geographical and cultural region. Attention will be devoted to exploring a region's unique history, institutions, assumptions and practices. Students selecting this track will be expected to complete a language requirement linked to their particular region of study.

Required supporting language courses are not considered part of the global studies major. Additional language department courses that appear as required courses or electives in a language major or minor and also appear as electives in the global studies area concentration may not be counted toward more than one major.

Asian Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Asian studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement: Chinese (Mandarin), 2.0 credits; or the transfer of 2.0 Asian language credits from another institution.
- 5.0 additional course credits selected from the following courses. To fulfill these requirements courses must be primarily focused on Asia; if comparative, a minimum of one-half of the course content addresses Asia and a comparison with Asia is integral to the course (courses must be selected from no fewer than three academic departments).
  - PHIL 314 — Asian Philosophy, 1.0 credit
  - REL 338 — Religions of Asia, 1.0 credit
  - P SC 332 — U.S.-China Relations, 1.0 credit
  - GS 240 — Introduction to Asian Studies, 1.0 credit
  - HIST 341 — Foundations of East Asian Civilization, 1.0 credit
  - HIST 342 — Modern East Asian History, 1.0 credit
  - HIST 344 — Women's History in Cross-Cultural Perspective, 1.0 credit
  - India Program: Social Justice, Peace and Development: A Semester in India (4.0 credits available)
  - Hangzhou Program (2.0 non-language credits available)
  - Kanda Program (4.0 credits available)
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:

- India Program: Social Justice, Peace and Development — A Semester in India
- Hangzhou Program, Zheijiang University, Hangzhou, China (This is a Valparaiso University program available to Concordia students through the Lutheran Colleges' China Consortium.)
- Kanda Program, Japan
- May Seminars

European Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, European studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement — 2.0 credits. One year of a non-English European language in addition to the college's Core language requirement, fulfilled in one of the following ways:
  - Completion of a 212 (fourth semester) language course or its equivalent in any one European language
  - Completion of two semesters of a second non-English European language or its equivalent
  - Completion of one semester each of two additional non-English European languages or their equivalents

  These languages may be taken abroad.
  - HIST 132 — European History in Perspective since 1500, 1.0 credit
- 4.0 additional course credits selected from the following:
  These courses may be completed at a European university with the permission of the Global Studies Committee. No more than two of these courses may be taken within the same discipline. Many of these electives require language proficiency at the 212 level or above. See catalog course descriptions for prerequisite information.
  - ART 365 — Art of the Italian Renaissance, 1.0 credit

- ART 367 — 20th Century Art, 1.0 credit
- CRDO 131 — Germany, the Third Reich and the Holocaust, 1.0 credit
- ENG 150 — Literature, Self and Society, 1.0 credit
- ENG 346 — British Literature: Empire to Independence, 1.0 credit
- FREN 331 — Culture and Civilization, 1.0 credit
- FREN 360 — French in the Business World, 1.0 credit
- FREN 370 — Current French Political, Social and Economic Affairs, 1.0 credit
- FREN 410 — Introduction to French Literature through Poetry, 0.5 credit
- FREN 411 — Development of French Theatre, 1.0 credit
- FREN 412 — Development of French Prose, 1.0 credit
- GER 220 — Wittenberg Summer Program, 1.5 credits
- GER 314 — German in the Business World, 1.0 credit
- GER 320 — German Cultural History in Overview, 1.0 credit
- GER 321 — The Fine Arts in German Cultural History, 0.5 credit
- GER 322 — Politics, Economics and Social Structure, 0.5 credit
- GER 323 — Literature and Society, 0.5 credit
- GER 360 — German Contribution to World Culture, 1.0 credit
- GER 361 — Myth, Folk Heroes and Fairy Tales, 1.0 credit
- GER 362 — The German Art Song, 1.0 credit
- GER 420 — Contemporary German Society and Culture, 1.0 credit
- GER 421 — Advanced Topics in Swiss and Austrian Culture and Society, 0.5 credit
- GER 422 — Advanced Topics in German Culture and Society, 0.5 credit
- GER 440 — Topics in German Film, 1.0 credit
- HIST 132 — European History in Perspective since 1500, 1.0 credit
- HIST 333 — Modern European Thought and Culture, 1.0 credit
- HIST 338 — Hitler's Germany, 1.0 credit
- MUS 101 — Music Appreciation, 1.0 credit
- MUS 356 — History and Literature of Music II, 1.0 credit
- PHIL 220 — Modern Philosophy, 1.0 credit
- PHIL 330 — Existentialism, 1.0 credit
- P SC 241 — International Politics, 1.0 credit
- REL 324 — The Legacy of Luther, 1.0 credit
- SPAN 341 — The Culture of Spain, 1.0 credit
- SPAN 386, P SC 386 — Modern Spain: A Critical Look (Segovia program), 1.0 credit
- THR 224 — Theatre and Cultures, 1.0 credit
- THR 324 — European Theatre — Renaissance to Revolution, 0.5 credit

- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:

- **Semester or Year-Long Programs**
  - Jena Study Abroad Program
  - International Business Program in German
  - Lancaster, England
  - National University Ireland — Galway or Cork
  - International Business Program in French
  - Universidad de Navarra Program
  - Segovia, Spain Semester
- **May Seminars**
  - ENG 300 — British Heritage: The Celtic Connection
  - ENG 300 — British Heritage: Shakespeare and the Renaissance
  - ENG 300 — Travel Writing
  - HIST 300 — The Twin Faces of Fascism — Historical Roots of German National Socialism and Italian Fascism
  - GER 300 — Myth, Folk Heroes, and Fairy Tales
  - The French department also organizes a one-month travel and study seminar to France and/or another French-speaking country.
- **Exploration Seminars**
  - ENG 355 — Americans in Paris
  - ENG 401 or 410 — The England of Chaucer and Shakespeare
  - ENG 451 — Irish Troubles and Writers' Responses
  - The French department offers the opportunity to spend a week in a French-speaking country as part of certain course offerings.
- **Summer Programs**
  - Wittenberg Summer Program
  - French Practicum
- **Other Programs**
  - Federation of German-American Clubs Scholarship, a one-year program
  - French Government Assistantships

Latin American Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Latin American studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement: Students must demonstrate competence in Spanish. Competence may be proven with a grade of B or better in SPAN 321 (Advanced Conversation and Composition) or a higher course. Native speakers of Spanish who have had extensive experience in the language should consult with a Latin American member of the faculty.
- HISP 310 — Introduction to Latin American Studies, 1.0 credit
- HISP 311 — U.S.-Latin America Relations, 1.0 credit
- HIST 320 — Latin American History, 1.0 credit
- 2.0 additional course credits from the following:
  Courses taught in English:
  - ART 373 — Pre-Columbian Art, 0.5 credit

  Courses taught in Spanish:
  - SPAN 250 — Pre-May Seminar to Latin America, 0.5 credit
  - SPAN 300 — May Seminar to Latin America, 1.0 credit
  - SPAN 331 — Business Spanish, 1.0 credit
  - SPAN 351 — Contemporary Latin American Culture, 0.5 credit
  - SPAN 361 — Latin American Views, 0.5 credit
  - SPAN 363 — Mexican Culture, 0.5 credit
  - SPAN 412 — Contemporary Spanish-American Narrative, 1.0 credit
  - SPAN 413 — Topics in Latin American Literature, 0.5 credit
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:

- Semester Study Abroad at the University of the Americas in Mexico City. Courses in English and Spanish and semester-long internships in international politics, trade and economics.
- Universidad Latina de Costa Rica: This program offers students the opportunity to learn about culture, human development, and environmental issues in Central America. This semester-long interdisciplinary program is taught in English.

Russian Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Russian studies concentration,** are 8.0 course credits plus language requirement:

- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement — 4.0 credits:
  - RUSS 111 — Beginning Russian I, 1.0 credit
  - RUSS 112 — Beginning Russian II, 1.0 credit
  - RUSS 211 — Intermediate Russian I, 1.0 credit
  - RUSS 212 — Intermediate Russian II, 1.0 credit
- HIST 132 — European History in Perspective since 1500, 1.0 credit
- 4.0 additional course credits selected from the following:
  - HIST 300 — May Seminar to Russia, 1.0 credit

- HIST 331 — Imperial Russian History, 1.0 credit
- HIST 332 — 20th Century Russian History, 1.0 credit
- P SC 256 — Comparative Politics, 1.0 credit
- REL 327 — Eastern Orthodoxy, 1.0 credit
- RUSS 341 — Russian Literature since the 19th Century, 1.0 credit
- RUSS 490 — Practicum, 1.0 credit

- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:
- RUSS 300 — May Seminar — The Imperial Grandeur of Russia

Scandinavian Studies Concentration

The requirements for a **major in global studies: cultural and regional studies track, Scandinavian studies concentration,** are 8.0 course credits plus language requirement:
- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- Language requirement (to be fulfilled on campus or on an approved study abroad program):
  - NORW 211 — Intermediate Norwegian I, 1.0 credit
  - NORW 212 — Intermediate Norwegian II, 1.0 credit (or equivalent)

Other courses — Students who choose one of the study abroad options listed below may substitute their course work abroad for any or all of these courses if content is similar.
- SCAN 201 — Scandinavia in the Modern World, 1.0 credit
- SCAN 337, HIST 337 — History of Scandinavia, 1.0 credit
- 3.0 additional course credits (two must be at the 300-level or above):
  - SCAN 271 — Nordic Mythology and the Viking Age, 1.0 credit
  - SCAN 272 — Scandinavia Through Folklore, 1.0 credit
  - SCAN 317 — Scandinavian Immigration and Settlement in America, 1.0 credit
  - SCAN 318 — Kierkegaard and Scandinavian Literature, 1.0 credit
  - SCAN 338 — Søren Kierkegaard, 1.0 credit
  - SCAN 410 — Ibsen and His Age, 1.0 credit
  - SCAN 380 — Special Topics, 1.0 credit **OR**
    SCAN 480 — Independent Study, 1.0 credit
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Recommended Study Abroad Options:
- SUST (Scandinavian Urban Studies Term): University of Oslo
- ISS (International Summer School): University of Oslo
- Hedmark University College
- University of Minnesota/University of Iceland, Minneapolis and Reykjavik
- May Seminar

Please see the chair of the Scandinavian studies department for information on other summer schools and semester programs in Sweden and Denmark.

Major in Global Studies: Worlds in Dialogue Track

Students selecting this track will explore the interaction or dialogue between different "worlds" (e.g. geographical, cultural, philosophical) with an eye to proposing solutions for the global issues (political, social, cultural, technological, etc.), that arise when "worlds" in the interdependent global environment interface with each other.

The requirements for a **major in global studies: worlds in dialogue track** are 10.0 course credits:
- GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit
- GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit
- 1.0 foundation course (introduce students to modes of inquiry and theories of cross-cultural analysis) selected from the following (no more than 1.0 credit may be selected from any one department):
  - COM 316 — Intercultural Communication, 1.0 credit
  - ENG 160 — Global Literature, 1.0 credit
  - P SC 256 — Comparative Politics, 1.0 credit
  - PSYC 420 — Cross-Cultural Psychology, 1.0 credit
  - REL 339J — World Christianity, 1.0 credit
  - SOC 217 — Cultural Anthropology, 1.0 credit
  - SOC 328 — Class, Race, and Ethnicity, 1.0 credit
- 3.0 global discourse courses analyze contemporary global problems from multiple intercultural perspectives (political, cultural, geographical, religious, historical or philosophical) selected from the following (no more than 1.0 credit may be selected from any one department):
  - ENG 451 — Literary Texts and Context: Postcolonial Literature, 1.0 credit
  - FREN 223 — Race, Gender, and Power in the Francophone World, 1.0 credit
  - HIST 151 — World in Perspective to 1500, 1.0 credit
  - HIST 152 — World in Perspective since 1500, 1.0 credit
  - HISP 311 — U.S.-Latin American Relations, 1.0 credit
  - HIST 336 — Islam and the West, 1.0 credit
  - HIST 344 — Women's History in Cross-Cultural Perspective, 1.0 credit
  - P SC 256 — Comparative Politics, 1.0 credit
  - P SC 332 — U.S.-China Relations, 1.0 credit
  - REL 334 — Monotheisms: Jewish, Christian, and Muslim, 1.0 credit
  - REL 339J — World Christianity, 1.0 credit
  - REL 386J — Religion in the Postcolonial World, 1.0 credit
- 3.0 world community courses (engage students in critical analysis of possible solutions — world views, norms, policies, social movements, law — to contemporary global problems) selected from the following:
  - ECON 333 — International Economics I, 0.5 credit
  - ECON 335 — International Economics II, 0.5 credit
  - P SC 241 — International Politics, 1.0 credit
  - P SC 352 — U.S. Foreign Policy, 1.0 credit
  - P SC 360 — International Security, 1.0 credit
  - P SC 441 — Ethics and International Relations, 1.0 credit
  - REL 340 — Ethics of Aid and Development, 1.0 credit
  - REL 348X — Ethics of Sustainable Community, 1.0 credit
  - REL 392 — Religion and World Affairs, 1.0 credit
  - SOC 312 — Global Development Issues, 1.0 credit
  - SOC 328 — Class, Race, and Ethnicity, 1.0 credit
  - SPAN 386, P SC 386 — Modern Spain: A Critical Look (Segovia Program), 1.0 credit

Students must complete seven distinct courses in the above three categories.
- GS 410 — Global Studies Senior Seminar, 1.0 credit

Courses

Global Studies Courses

GS 117 — Systems, Policies and Institutions: An Introduction to Global Studies, 1.0 credit. E1. This course introduces students to the study of societies and regions of the world as distinct entities and as elements of a world system that transcends the boundaries of individual societies. The course examines how history, geography, culture and social institutions (e.g. political, economic and religious institutions) interact to define the character of the world system.

GS 118 — Culture, Identity, and Dialogue: An Introduction to Global Studies, 1.0 credit. E2. This interdisciplinary course examines forms and sources of diversity and fragmentation, including individual and group cultural identities and beliefs. Diverse cultural traditions and expressions of belief will be explored as both sources of conflict and resources for addressing global problems.

GS 240 — Introduction to Asian Studies, 1.0 credit. D. This multidisciplinary course provides an introduction to the study of Asia (emphasizing China, Japan, Korea and India). In addition to a study of contemporary events featured in Asian news sources, likely topics will include: the role of the family, imperialism and nationalist revolution, economic development and environmental challenges.

GS 410 — Special Topics (Global Studies Senior Seminar), 1.0 credit. E1. The Senior Seminar is a team-taught research capstone course that students majoring in global studies take during the fall semester. The course focuses upon a contemporary or expected problem of global reach and significance and supports in-depth reflection and problem solving through collaborative student investigation and individual research. The selected course problem will encourage students to explore comprehensive and holistic solutions to complex, interlocking problems — both old and new — that require creative and urgent response. As a capstone experience, the seminar will consider a problem that allows students to engage the five objectives of the major and the diverse perspectives of seminar participants.

GS 390 — Cooperative Education, 0.5 to 2.0 credits. E.

GS 480 — Independent Study, 0.25 to 1.0 credit. D. This course provides an opportunity for individual students to conduct in-depth research of a particular topic under the direct supervision of a faculty member. Contact the department or program chair for more information.

Health Professions

— also see Clinical Laboratory Science
— also see Nursing

Program offered:

- Preprofessional Preparation in Chiropractic
- Preprofessional Preparation in Dentistry
- Preprofessional Preparation in Medicine
- Preprofessional Preparation in Occupational Therapy
- Preprofessional Preparation in Optometry
- Preprofessional Preparation in Pharmacy
- Preprofessional Preparation in Physical Therapy
- Preprofessional Preparation for Physician Assistant
- Preprofessional Preparation in Veterinary Medicine

Concordia College offers preprofessional education in each of the areas listed above. All the preprofessional health programs have similar basic requirements; therefore, students have the opportunity to explore multiple career options before making a final decision. Each program also provides the flexibility for taking courses other than those required for professional preparation, allowing students to receive a strong liberal arts training.

Schools in the health professions recommend a broad liberal arts undergraduate education for two reasons: Members of these professions must be able to relate well to people, to communicate effectively, and to understand human nature and social institutions. In addition, courses in professional schools concentrate on the biomedical sciences and leave little time or opportunity for study of other disciplines. Therefore, it is important for students to enter their chosen professional programs having already become thoughtful and informed through a liberal arts education. The professional schools accept applications from students without regard to major. Besides the more traditional biology and chemistry majors, successful Concordia applicants have also majored in the fine arts, humanities, social sciences and behavioral sciences. Students should meet early with one of the health professions advisers to plan their programs because different schools, even for the same profession, often differ in specific requirements.

Common prerequisite courses for professional programs in the health sciences include:

- 2.0 course credits in biology
- 4.0 course credits in chemistry
- 1.0 or 2.0 course credits in mathematics
- 2.0 course credits in physics

A substantial number of courses in the humanities, behavioral and social sciences are also required. All programs (with only a few exceptions) expect applicants to have earned an undergraduate degree prior to entry. Note: College courses required by professional programs must be taken on an A/F letter-grade basis (i.e. not pass/fail).

College grades are important in determining students' acceptance into any professional school, but nearly all programs also require applicants to score well on standardized national exams. Development of superior communication and leadership skills is also important. Specific experiences related to future areas of study are important and are developed through Concordia's comprehensive volunteer and Cooperative Education programs. The Moorhead-Fargo area is a regional medical hub and provides valuable opportunities for Concordia students to enhance experiential connections to their preferred career areas. In many instances, the professional contact people are Concordia graduates.

In preparing applications for professional schools, students work through the College's Health Professions Advisory Committee (HPAC), beginning the application process about 18 months before the date of planned entry into their chosen professional program. The college offers support for each qualified student's application with an official Committee Evaluation completed by the HPAC. Dedicated and careful attention to the many details relative to preparation for, and application to, these professional programs, by Concordia's administration, faculty, staff and students, has resulted in long-term acceptance rates that are usually twice the national average.

CONCORDIA

Career Center / Cooperative Education
901 South 8th Street, Moorhead, MN 56562
(218) 299-3492 FAX (218) 299-3572

Final Assessment By Student

To be completed near the end of the your Cooperative Education experience. Feel free to use the back of this sheet for any additional comments. A copy of this completed form will be sent to your faculty coordinator and employer supervisor.

Student Name_____ **Semester**_____ **Year**_____

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Assessment of Your Skills. In order to provide a baseline profile for you completing a work-based learning experience, we would like you to assess your competencies and performance for the following set of skills. Base your assessments on the skill levels of your coworkers at the organization.

Assessment scale: 0 to 10 (Please use whole numbers for your rankings)
0 = Lacks Skill 2 = Minimal skill level 5 = Average 7 = Above Average 10 = Exceptional N/A = Not Applicable

Example: Sense of humor __6__

Skill Category	Your Assessment
Communication	
Oral (speaking and listening)	_____
Written (clear, accurate, informative)	_____
Client/customer oriented, friendly, polite	_____
Self Management	
Judgment, makes sound decisions	_____
Detail oriented, accurate, thorough	_____
Performs under pressure, adaptable, flexible	_____
Resolves conflicts	_____
Punctual, dependable, uses time efficiently	_____
Works independently without supervision	_____
Teamwork	
Teamwork, rapport with co-workers, interpersonal	_____
Organizes and plans	_____
Respects others, accepts criticism, tactful	_____
Appropriate leadership/follower relationship	_____

Skill Category	Your Assessment
Problem Solving/Decision Making	
Creative, offers new perspectives	_____
Analytical ability	_____
Initiative	
Self-confident, decisive	_____
Completes work despite obstacles, persistent	_____
Seeks opportunities to learn, puts in extra effort	_____
Technical/Professional	
Technical (hardware, software)	_____
Applies organization's technology effectively	_____
Understands and applies knowledge/theory	_____
Professional attitude and appearance	_____
Honest, ethical, has integrity	_____

continued →

My **prior academic coursework** prepared me for this learning experience:	0 1 2 3 4 5 6 7 8 9 10 Not at all - Somewhat - Very Well
My **prior work experience** prepared me for this learning experience:	0 1 2 3 4 5 6 7 8 9 10 Not at all - Somewhat - Very Well
The **orientation** provided by my site supervisor was:	0 1 2 3 4 5 6 7 8 9 10 Inadequate - Sufficient - Very Thorough
My **Learning Agreement's** contribution to overall value of this experience:	0 1 2 3 4 5 6 7 8 9 10 Little/None - Some - Great
Job responsibilities assigned by my site supervisor were:	0 1 2 3 4 5 6 7 8 9 10 Limited or Lacking - Challenging yet attainable - Difficult to achieve
Overall educational value of this experience:	0 1 2 3 4 5 6 7 8 9 10 Limited Some Value - Generally Worthwhile - Very Valuable
My **overall performance:**	0 1 2 3 4 5 6 7 8 9 10 Unsatisfactory - Satisfactory - Outstanding

My **duties included** (please describe):

This term's work period extended from ____/____/_____ to____/____/_____
MM DD YYYY MM DD YYYY

This experience was: **Unpaid / Paid** (*circle one*).
If paid, at what rate? $_____/hour

Hours worked per week:
_____x # of weeks _____ =Total hours_____

Suggestions for **improving the quality** of Cooperative Education experiences:
(Recommendations for employers, faculty, Career Center staff, other students, etc.)

What effect has this experience had on **defining or focusing your career goals**?

Student Signature_____ **Date**_____

Company_____ **Supervisor Name**_____

Address _____ **Phone:**_____

City_____**State**_____**Zip**_____ **Email**_____

CONCORDIA

Career Center / Cooperative Education
901 South 8th Street, Moorhead, MN 56562
(218) 299-3492 FAX (218) 299-3572

Final Assessment By Employer Supervisor

To be completed near the end of the student's Cooperative Education experience. Feel free to add any additional comments. This evaluation is not confidential and we encourage you to share it with the student. A copy of this completed form will be sent to the faculty coordinator.

Student Name_____ **Semester**_____ **Year**_____

==========

Assessment of Student Skills. In order to provide a baseline profile for students completing a work-based learning experience, we would like you to assess student competencies and performance for the following set of skills. Base your assessments on the skill levels of your organization's employees.

Assessment scale: 0 to 10 (Please use whole numbers for your rankings)
0 = Lacks Skill 2 = Minimal skill level 5 = Average 7 = Above Average 10 = Exceptional N/A = Not Applicable

(Example: Sense of humor: 8)

Skill Category	Your Assessment
Communication	
Oral (speaking and listening)	_____
Written (clear, accurate, informative)	_____
Client/customer oriented, friendly, polite	_____
Self Management	
Judgment, makes sound decisions	_____
Detail oriented, accurate, thorough	_____
Performs under pressure, adaptable, flexible	_____
Resolves conflicts	_____
Punctual, dependable, uses time efficiently	_____
Works independently without supervision	_____
Teamwork	
Teamwork, rapport with co-workers, interpersonal	_____
Organizes and plans	_____
Respects others, accepts criticism, tactful	_____
Appropriate leadership/follower relationship	_____

Skill Category	Your Assessment
Problem Solving/Decision Making	
Creative, offers new perspectives	_____
Analytical ability	_____
Initiative	
Self-confident, decisive	_____
Completes work despite obstacles, persistent	_____
Seeks opportunities to learn, puts in extra effort	_____
Technical/Professional	
Technical (hardware, software)	_____
Applies organization's technology effectively	_____
Understands and applies knowledge/theory	_____
Professional attitude and appearance	_____
Honest, ethical, has integrity	_____

continued →

Part II: Please tell us whether this student successfully completed objectives as outlined in the learning agreement. Were your expectations exceeded, met or unmet?

Your insight on what is required for success in this field will be helpful for this student's future planning. What would you recommend for this student to further develop and succeed? (Coursework, activities, skills, other work? -please be as specific as possible.)

This student's potential for success in this field, based on interaction and observation is

1	2	3	4	5	6	7	8	9	10
A limited level			Satisfactory level		Above average level			Highest level	

Overall, this student's performance,
compared with other students or entry-level employees in this role was:

1	2	3	4	5	6	7	8	9	10
Below 50%			Top 50%			Top 25%		Top 5%	

Comments:

Employer Supervisor Signature_____**Date**_____

Company/Organization_____

Address_____

City_____**State**_____**Zip**_____

Telephone_____**Email**_____

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-Concordia_College_Budget_Narrative.pdf**

Integrating Key Assets to Build a Comprehensive Asian Studies Program at Concordia College

Detailed Budget

	YEAR ONE: 2009-2010		YEAR TWO: 2010-2011	
	US Ed Dept.	**Concordia**	**US Ed Dept.**	**Concordia**
Personnel				
Co-Project Director--Johnson-1/6 of 10 month salary & summer support		20,532		
Co-Project Director--Foster-1/6 of 10 month salary & summer support				14,687
Division Chair, Language, Literature & Culture-15% of ten month salary		12,317		12,317
Division Chair, Language, Literature & Culture-stipend for developing pilot language immersion programs	2,000		1,000	
VP for International Development & ED for CLV-stipend for developing pilot language immersion programs	2,000		1,000	
Division Chair, Global Education-10% of 12 month salary		8,941		8,941
Instructional Designer-10% of 12 month salary (Global Scholars/Wimba)	500	6,500	500	6,500
Replacement faculty Buyout (for new course creation/pilot)	5,250		5,250	
Clerical support; 20 hours/month for 10 months		2,400		2,400
Assistant Professor, Chinese - 10% of 10 month salary		4,925		4,925
*Assistant Professor, Chinese - Summer stipend for CLV collegiate course 100% of 4 week stipend *	5,500			
*Immersion Experience Lecturer/CLV instructor: 100% of 4 week salary *	4,500			
*Immersion Experience Lecturer/CLV instructor: 50% of 4 week salary for two leaders *			4,500	
*Immersion Activity Leaders at CLV collegiate courses: 3 staff @ $1,000 stipend; 1 staff @ $500 stipend	3,500		3,500	
*AS intro summer workshops 5 faculty participating for7 days/$200/day	7,000			
Global Scholars/summer workshops:				
*Organizational workshop: 3 faculty @ $250/day	750			
*Wimba workshop: $250 for leader; 6 faculty at $100/day	850			
*Skype workshop: $250 for leader; 6 faculty at $100/day	850			

*Computer-assisted instruction: $250 for leader; 6 faculty at $100/day	850			
*Faculty stipend to develop a proposal for collaborating with an Asian Scholar; 6 faculty @ $500/each	3,000		3,000	
*Global Scholars Workshop led by 6 faculty participants for next round of 6 faculty participants; 12 faculty @ $100/each			1,200	
*Alumni & regional Luce Professional Fellows coordinator-stipend for summer work	1,500		500	
*Alumni Workshop for 10 faculty @ $100/each			1,000	
*Pearl River Travel participants: Stipends for participating in seminar meetings; 6 faculty in 10 seminar meetings; $100 per meetig			6,000	
*Pearl River Seminar Leader stipend; 1 @ $1,500			1,500	
*Pearl River Travel Participants: Stipends for 6 faculty to revise courses upon their return from the travel; 6 faculty @ $500			3,000	
Subtotal Personnel	**38,050**	**55,615**	**31,950**	**49,770**
Fringe Benefits (27%)	**2,632**	**15,016**	**2,093**	**13,438**
Fringe Benefits * (7.65% FICA)	**2,165**	**0**	**1,851**	**0**
Travel				
Project Directors travel to mandatory workshop	2,000		2,000	
Faculty to AsiaNetwork Conference for curriculum Development Ideas	1,300	1,300	0	1,300
Assistant Professor, Chinese-Travel to OPI training in CA	1,200			
Faculty Develoment speakers travel/4 per academic year	4,000		4,000	
Assistant Professor, Chinese-Travel to China/set up internships and develop a semester program	3,500			
Dean of School of Business, Co-Project Director Foster, Travel to Zhuai, China to develop internships and commuity based learning experiences	4,760			
Travel for faculty/immersion leaders to CLV for pilot courses in Chinese, Japanese & Korean	1,078		1,078	
Travel for Alumni and Luce Fellows; 4 total			3,600	
Travel for 6 faculty and 1 leader for 2 weeks at UIC/Pearl River			29,260	
Subtotal Travel	**17,838**	**1,300**	**39,938**	**1,300**
Equipment				
	0		0	
Subtotal Equipment	**0**		**0**	
Supplies				

Curriculum resources -4 academic year/3 May semester courses	10,000	1,000		1,000
Pearl River Travel Instructional materials for pre-travel seminar			1,000	
Wimba subscription costs		20,000		20,000
Subtotal Supplies	**10,000**	**21,000**	**1,000**	**21,000**
Other				
AsiaNetwork membership fee		300		300
Registration fees-AsiaNetwork Conference	200	200	0	200
Registration fees-ACTFL OPI training	850			
Faculty Development speakers 2 per semester/$500 honorarium	2,000		2,000	
Alumni & Luce Fellows honorarium; 4 @ $500			2,000	
Outside Program Evaluator	2,400		2,400	
Subtotal Other	**5,450**	**500**	**6,400**	**500**
SUBTOTAL	**76,135**	**93,431**	**83,232**	**86,008**
Indirect Costs (8%)	6,091	7,474	6,659	6,880
	YEAR ONE: 2009-2010		YEAR TWO: 2010-2011	
	US Ed Dept.	**Concordia**	**US Ed Dept.**	**Concordia**
Total Costs	**82,226**	**100,905**	**89,891**	**92,888**

Budget Narrative:

1. Justification for each budget category.

PERSONNEL

a. Faculty salaries: The Co-Project Directors will devote 1/6 of their time to the project in the academic year and receive a summer stipend for the grant year in which they take the lead on the project. In year one, $15,032, the corresponding percentage of Dr. Johnson's $90,192 salary is included along with a $5,500 summer stipend (the equivalent of teaching during the summer semester). In year two, $9,187, the corresponding percentage of Dr. Foster's $55,125 salary is included along with a $5,500 summer stipend. The salary costs are provided by the institution.

The Division Chair for Language, Literature & Culture will devote 15% of her time to overseeing the Chinese language components of the project. $12,317 of her $82,114 salary is included in the grant and provided by the institution for each of the two grant years. Federal funds will provide a $2,000 stipend in year one and a $1,000 stipend in year two to support her additional work to develop the Chinese, Korean, and Japanese immersion courses.

The Vice President for International Development & Executive Director of Concordia Language Villages will develop the Chinese, Korean and Japanese collegiate immersion courses. Federal funds will provide a $2,000 stipend in year one and a $1,000 stipend in year two to support her additional work to develop the Chinese, Korean, and Japanese immersion courses.

The Division Chair for Global Education will devote 10% of his time to the project. The corresponding $8,941 of his $89,408 salary is included in the institutional support for each year of the grant.

The Instructional Designer will work with Wimba and other educational software to ensure it is running properly and to train faculty for both grant years. $7,000 which is 10% of her $70,000 salary is included in the project. It is shared as 7% federal funds and 93% institutional support in each grant year.

The Assistant Professor of Chinese will work on developing the Chinese major including three new courses. 10% of his $49,250 10 month salary is included in the grant as institutional support for both grant years. In year one, Federal Funds will provide 100% of his summer stipend, $5,500 to pilot the Chinese immersion accelerated course at CLV.

Replacement faculty buyout is included to pilot new courses created through the grant. In year one, an upper level Mandarin Chinese course will be piloted and evaluated and in year two, the revised Asian Studies course will be piloted and evaluated. The buyout cost is $5,250 for each of the grant years and is provided by federal funds.

In year one, the immersion experience Lecturers will devote 100% of his time during the four-week college level Mandarin Chinese immersion activity to the project. The $4,500 salary is based upon faculty salary to direct a four-week travel seminar in May. The stipend will be funded by the grant.

In year two, the immersion experience Lecturers will devote 50% of their time during the four-week immersion activity to the project. Two Lecturers will receive $2,225 each to lead Japanese and Korean language activities in blended pre-collegiate and collegiate sessions. The stipends will be funded by the grant.

Activity Leaders and Guest Lecturer will serve 100% of their time for the project in year one and two of the grant. They will serve during the immersion four-week experience and/or the weekend seminar. Three Activity Leaders will be paid $1,000 each for their time during the four-week seminar and one Leader will be paid $500 for the weekend experience. All of the salary costs will be funded by the grant.

Clerical support costs will be covered by Concordia College. Costs include $2,400 for clerical support which averages $12/hour and the budget includes 20 hours a month for 10 months for each of the grant years.

Workshops:
Faculty and coordinators will receive stipends for participation in the following workshops:

Global Scholars workshops; all provided by federal funds:
Year one:

3 leaders to organize the workshop; $250/day for one day= $750
Wimba workshop: $250 for leader; 6 faculty at $100/day = $850
Skype workshop: $250 for leader; 6 faculty at $100/day = $850
Computer-assisted instruction: $250 for leader; 6 faculty at $100/day = $850
Faculty stipends to develop proposals for collaborating with an Asian Scholar;
6 faculty @ $500 each = $3000

Year two:

Global Scholars workshop led by 6 faculty participants from year one for 6 faculty
Participants in year two; 12 faculty @ $100 each = $1200

Faculty stipends to develop proposals for collaborating with an Asian Scholar;
6 faculty @ $500 each = $3000

Alumni & regional Luce Professional fellows coordinator stipend for Concordia faculty; $1500 in year one; $500 in year two of the grant. Provided by federal funds. Alumni workshop for 10 faculty @ $100/each for a total of $1000 in year two.

Pearl River travel seminar. All support provided through federal funds and includes $1500 stipend for the travel leader; stipends for faculty to participate in seminar meetings; 6 faculty/10 meetings @ $100/meeting = $6000.

FRINGE BENEFITS

Fringe benefits are calculated at 27% for full-time positions. For the federal share, this includes a portion of the salary for the Division Chair, Language, Literature & Culture, VP for International Development & ED for CLV, Instructional Designer, faculty replacement buyout and Assistant Professor of Chinese.

Non-benefits positions include a 7.65% for mandated Social Security/Medicare (FICA) match. Positions in this marked with an * in the above table.

TRAVEL

Travel costs included in the grant funds provide travel costs associated with the mandatory workshop, travel for college officials to set up study abroad and internships in China, travel for a professor to attend OPI training, and travel for faculty to programming at Concordia Language Villages' northern Minnesota site.

Travel costs are estimated based upon current flight costs. Lodging, meals and incidental costs are based upon federal guidelines. Mileage costs are estimated based on the college reimbursement rate of .33 per mile.

EQUIPMENT
Equipment costs are not requested.

SUPPLIES
Supplies included in the budget will be covered by grant and institutional funds.

Federal funds will support $10,000 in supplies. They include $1,800 for electronic periodicals including "Country Profile China" and "China Hand." $1,600 for non-print media including DVDs and CDs. $1,100 for Chinese dictionaries. $3,000 for "Children's" books which are high-interest, low-vocabulary books in Chinese, Japanese and Korean. $1,500 for cultural artifacts to be utilized during immersion experiences. $1,000 for maps and other educational resources/guides for the classroom.

Federal funds will also support $1,000 in year two for instructional supplies to prepare for the Pearl River faculty seminar. Supplies include texts, maps and curriculum resources.

Institutional funds will support $1,000 for the project for Mandarin Chinese, Korean, and Japanese reference materials for both grant years. Institutional funds will provide Wimba subscription costs for two years at $20,000 per year.

OTHER
Federal funds will cover:
The estimated cost for OPI training is based upon costs listed on the ACTFL website, $850.

Faculty development speakers; 2/semester @$500 each = $2,000 each year of the grant ($4000 total).

Alumni & Luce Fellows honorariums; 4 @$500 each = $2000 each year of grant ($4000 total)

Outside program evaluator will be paid $600/day for a total of $2,400 per grant year.

Registration fee for one faculty to participate in the ASIANetwork conference in year one.

The following costs will be provided by the college:
ASIANetwork membership fee ($300) and registration and travel for one faculty to travel to the ASIANetork coference each year of the grant ($400 total).

2. Fringe benefits
Concordia College fringe benefits for benefited positions are calculated at 27% and include the following:

7.65% Mandated Social Security/Medicare (FICA) match
7.00% Retirement
6.10% Medical/Life/Disability
6.25% Other (includes Workers Compensation, Tuition Benefit, Chiropractic Program, etc)

The fringe benefit rate is higher than 20% due in part to higher than typical medical costs occurred by the college. The college medical plan is funded through a cost share between the institution and employees. The college tries to maintain healthcare affordability for employees.

Non-benefited positions have a 7.65% rate due to Mandated Social Security/Medicare (FICA) match.

3. Indirect Cost

Concordia College is requesting an 8% reimbursement of indirect costs on all program costs. This percentage is in compliance with Undergraduate International Studies and Foreign Language program guidelines. Concordia College is providing 8% indirect rate on college share funds as a match.