Millersville University

Department of Foreign Languages

STUDENT HANDBOOK

Fall 2017
(18th Edition)
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INTRODUCTION

Welcome to Millersville University’s Department of Foreign Languages! We want to do everything possible to provide you with a rewarding and useful foreign language experience, whether you are majoring in your language, minorin g it, or studying it for practical reasons or intellectual satisfaction. You will be working with people whose greatest pleasure is the richness and benefits that are unique to language study; we want to encourage you in every possible way. The department's courses are taught by a faculty of seven and 7 adjuncts, whose office locations are given in the directory to follow. The Department office is located in room 239 on the main floor of McComsey.

This book has been prepared to give you information on any of the questions that may arise as to credits, requirements, facilities, and opportunities. In this seventeenth edition, we have tried to update the previous edition by adding and/or changing some details. However, as you continue your studies, please let us know of any information you feel should be added.

Acquiring proficiency in a second language is not only an intrinsic part of the traditional humanities curriculum; it is also an essential skill for the global economy of the Twenty-First Century. At Millersville, the twin cornerstones of the Foreign Language program are immersion and authenticity. Beginning at the elementary level, modern language instruction is conducted almost entirely in the target language. Since instruction is built on presenting materials in culturally authentic situations, using state-of-the-art technologies (computer, satellite TV, video, etc.) the student with no background or only limited background in the target language can acquire a high level of functional ability in reading, understanding, speaking, and writing that language by pursuing a major or minor in the Department of Foreign Languages. To enhance language proficiency and also acquire experience that will be invaluable to their future careers, students are strongly encouraged to spend at least one academic semester abroad and/or complete an internship or cooperative project in an agency, company, or country where their language skills can be put to use.

Why study a second language?

- Individual courses or a course of study leading to a major or minor in a foreign language are an ideal addition to any curriculum in Millersville University's three Schools.
- Foreign language Bachelor of Science in Education (BSE) graduates, because of their training, are sought after by schools, especially in South Central Pennsylvania.
- Bachelor of Arts (BA) graduates attend graduate schools to pursue advanced studies in specialties related to their majors or find employment in government and industry using their language skills. Our students have found jobs as account executives in advertising companies, as administrative assistants in different companies, as medical translators in hospitals, as process and training consultants, and as product managers. For a list of other job opportunities for language majors see section 17.
- Within the Humanities General Education program, Humanities courses offer students perspectives on our varied cultural heritage. Even for those not pursuing a language major or minor, second-language study provides insights into language, one of the most important forms of human activity, in ways that the monolingual person cannot begin to appreciate.
- And finally, many students simply find language study fun as well as broadening.

With all these points in mind, we want to encourage Millersville students to enrich their experience by joining us in the Department of Foreign Languages.

How can you be successful in learning a foreign language?

Students learning a foreign language should be aware that language success extends beyond the classroom. Participating in activities where you are exposed to the second language are extremely beneficial. The Department of Foreign Languages offers such activities as language clubs, film series, volunteering activities with native speakers and one-on-one conversation sessions with native speakers to prepare for the ACTFL (American Council of Teaching of Foreign Languages) assessments. You should also establish a daily routine of reading newspapers or watching news online in the target language. This will allow you not only to be aware of current issues but also to be constantly receiving input in the language and culture you are learning.

There are now numerous possibilities to interact online with native speakers in your target language.
(Skype, Facebook, email, IM, etc.). This interaction can be written or spoken and in real time (consider using Skype). If you are unsure on how to get started, ask fellow students in your language classes or in your language clubs. Interaction in the target language must become part of a weekly (if not daily) routine. Over time, the regular use of your target language will help you reach the level you want to achieve by the time you graduate. For more strategies on how to excel in learning a foreign language see “Hints for Language Study” in section 16.

The Faculty and Staff of the Department of Foreign Languages

DEPARTMENT MISSION

The Department of Foreign Languages prepares its students to live and work in an increasingly diverse, multicultural, multilingual, and technologically complex society. It accomplishes this by offering a rich and multifaceted language and culture curriculum and by preparing students to become linguistically equipped to function successfully in the global community and market place. Our goal is that students graduating from our program will be able to use the language of their major at an advanced proficiency level, communicate successfully in a multicultural environment, and demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups.

PROGRAM STUDENT LEARNING OUTCOMES

1. Students demonstrate proficiency in oral communication by engaging in conversations with others and making presentations in the target language.
2. Students demonstrate proficiency in written communication in the target language.
3. Students demonstrate proficiency in comprehending and interpreting written and oral texts in the target language.
4. Students demonstrate awareness of historical and political realities of diverse countries, regions, and ethnic groups and critical thinking in discussing these realities.
5. Students are able to compare and contrast significant historical and current developments and traditions in their home culture and in the cultures where the target language is spoken.
6. Students demonstrate competency in the analysis of cultures and knowledge of cultural texts.
1. DEPARTMENT DIRECTORY:

DEPARTMENT OFFICE
DEPARTMENT SECRETARY & TUTORING COORDINATOR
Office: 717-871-7156
http://www.millersville.edu/forlang/

ITALIAN-Off-Campus
Adjunct Faculty:
Prof. Frank Dell’Estate
Email: frank.dellestate@millersville.edu
717-871-7156

JAPANESE-Off-Campus
Adjunct Faculty:
Prof. Naoko Toba Rotunno
Email: naoko.rotunno@millersville.edu
717-871-7156

SPANISH
Dr. Marco Antolín
Advisor, Spanish Club & Spanish Study Abroad
Office: McComsey 242, 717-871-7150
Email: marco.antolin@millersville.edu
• Interests: Contemporary poetry, comparative literature & history

Dr. Norma Rivera-Hernández
Office: McComsey 248, 717-871-7149
Email: norma.rivera-hernandez@millersville.edu
• Interests: Contemporary Spanish-American women writers, 20th-century Spanish theater, use of technology in the teaching of foreign languages and literatures

Dr. Wilfredo Valentín-Márquez
Office: McComsey 243, 717-871-7147
Email: wilfredo.valentin-marquez@millersville.edu
• Interests: Spanish sociolinguistics, language variation & change, Puerto Rican Spanish, Poetry

Adjunct Faculty:
Prof. Anita Serrano
Office: McComsey 241, 717-871-7146
Email: ana.serrano@millersville.edu

CLASSICS
Adjunct Faculty:
Prof. Jennifer V. Besse
Email: Jennifer.besse@millersville.edu
717-871-4348

FRENCH
Dr. Christine Gaudry
Advisor, FL Summer Graduate Institutes
Graduate Coordinator, Department of Foreign Languages
Advisor, French Graduate Program, French Club
Office: McComsey 249, 717-871-7152
Email: christine.gaudry@millersville.edu
• Interests: French & Francophone literatures & cultures; use of technology in the teaching of foreign languages and literature; women’s studies; international detective fiction

Dr. André Moine
Advisor, French Study Abroad, French Film Series & Paris Chamber of Commerce
Office: McComsey 250, 717-871-7151
Email: andre.moine@millersville.edu
• Interests: French linguistics, general linguistics; Semantics/pragmatics/discourse analysis; French & Francophone culture & civilization; world Cinema

GERMAN
Dr. Susanne Nimmrichter
Department Chair, German Graduate Program, German Study Abroad, Department Advisor, Teaching Certification students
Office: McComsey 251, 717-871-7153
Email: susanne.nimmrichter@millersville.edu
• Interests: Second language acquisition; teaching methodology, German linguistics

Dr. Monika Moyrer
German Club
Office: McComsey 251, 717-781-7156
Email: monika.moyrer@millersville.edu

FOREIGN LANGUAGES
Adjunct Faculty:
Prof. Megan Flinchbaugh
Email: megan.flinchbaugh@millersville.edu
717-781-7156
2. LANGUAGE TESTING

Students may earn college credit by either earning a certain score in a foreign language on an Advanced Placement test or an International Baccalaureate Higher Level test in high school or by taking the CLEP test (College Level Examination Program).

AP CREDIT:
Students earning a score of 3 or higher on the Advanced Placement Foreign Language Test in high school will receive 3 to 9 university credits:

<table>
<thead>
<tr>
<th>AP score</th>
<th>MU credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>FL 101</td>
</tr>
<tr>
<td>4</td>
<td>FL 101 &amp; 102</td>
</tr>
<tr>
<td>5</td>
<td>FL 101 &amp; 102 &amp; 201</td>
</tr>
</tbody>
</table>

CLEP CREDIT:
CLEP (College Level Examination Program) is a program of the College Board that allows individuals to earn college credit for what they already know, regardless of where or how they learned it by passing a 90-minute multiple-choice examination. Currently enrolled MU students must obtain written approval from the department chair prior to taking a Subject Examination.

These exams include elementary and intermediate courses in the area of foreign languages. Up to twelve (12) credits for FL 101, 102, 201 & 202 can be awarded to students who earn a score of 50 or higher on a CLEP Subject Examination.

Please note that credit will not be granted for CLEP General Examinations taken in discipline areas where college-level coursework has been completed, whether the course was passed or not.

For more information about cost and scheduling of exams, please visit this link: http://www.millersville.edu/testcenter/clep.php

IB CREDIT (International Baccalaureate):
Students who achieve a grade of 5 or higher (on a scale of 1 to 7) in a higher level IB course may be awarded between 3 to 9 credits.

<table>
<thead>
<tr>
<th>IB score</th>
<th>MU credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>FL 101</td>
</tr>
<tr>
<td>6</td>
<td>FL 101 &amp; 102</td>
</tr>
<tr>
<td>7</td>
<td>FL 101 &amp; 102 &amp; 201</td>
</tr>
</tbody>
</table>

All students who continue their language study at Millersville towards a minor or major will need to take the placement test. Credits awarded for lower-level language courses may be adjusted depending on the placement test results.

Foreign Language Majors should see Section 3: POLICIES ON ADMISSION TO THE MAJOR, RETENTION IN THE MAJOR AND GRADUATION for more placement information.
PLACEMENT CRITERIA AND PLACEMENT EXAM

Whether you register for a Foreign Language major when you enroll at the University or arrive at your decision later, the first important question is that of PLACEMENT in the language course best suited to you. As a general rule, high school programs prepare you to function at these levels:

<table>
<thead>
<tr>
<th>0-1 year of HS language</th>
<th>FORL 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>FORL 102-Online request required</td>
</tr>
<tr>
<td>3-4 years</td>
<td>FORL 201-Placement test required</td>
</tr>
<tr>
<td>4-5 years</td>
<td>FORL 202-Placement test required</td>
</tr>
</tbody>
</table>

However, high school programs can differ widely. We offer online placement tests for French, German and Spanish to determine your level of proficiency in the language.

The department uses the Computer Adaptive Placement Exam (CAPE) series originally developed by Brigham Young University, now implemented by Perpetual Technology Group to place students in French, German, and Spanish. The exams test the grammatical knowledge as well as the reading comprehension of the student. The exam adapts to each individual by providing less difficult questions if the preceding question was missed or more difficult questions if the previous question was answered correctly. This process continues until the student consistently answers questions correctly at one level, and misses three consecutive questions at the higher level.

At Millersville University, a placement test in French, German and Spanish is available online free of charge for incoming FL majors, transfer students and current MU students. Please note that Foreign Language majors and transfer students planning to major in a foreign language are required to take the placement exam to ensure the appropriate level of study. Please complete the online registration form located at:


We will contact you via e-mail with a password and the link to the placement exam. Students are only allowed to take the exam once.

When classes begin, if you find yourself either deeply confused or completely bored, discuss this with the instructor of the specific class and with your advisor during the first few days of the semester. Usually a better placement can be arranged. Keep in mind that, the drop/add period is only the first week of classes and you must act promptly.

For more information, please contact:
E-mail: foreign.language@millersville.edu Phone: 717-871-7156
POLICIES ON ADMISSION TO THE MAJOR AND MINOR – How to declare a major or minor

Declare your foreign language major when you are accepted to Millersville. If you are registered as Undecided, then a major should be chosen as soon as you are comfortable with a specific program. Early consultation with an advisor in the Foreign Languages Department is essential in either case to insure that you will find the program that is most desirable and suitable for timely graduation.

To declare a major, go to the Registrar’s Office in Lyle Hall where you will find the appropriate form or print a form out from the Student Forms Center online at http://www.millersville.edu/forms/. Have your advisor sign the form and make an appointment to see the chairperson of your new major to get his/her signature. If you decide on a foreign language minor, the same procedure should be followed and once the appropriate form has been obtained from the Registrar and completed and you have taken the placement exam, you will be assigned an advisor by the chair of the Foreign Languages Department.

RETENTION IN THE MAJOR – The Sophomore Oral Proficiency Interview

The Department of Foreign Languages expects that their majors will have reached an ACTFL oral proficiency level of Advanced Low (see page 30) by the first semester of their senior year. In order to check their progress, the students are tested at the sophomore level, using the SOPI (Simulated Oral Proficiency Interview-short form) in French and German or COPI (Computerized Oral Proficiency Interview) in Spanish. Students who have completed at least one 300-level course take this test in the Spring semester of their sophomore year and are expected to perform at the Intermediate High level. The SOPI/COPI will be conducted in the media center in McComsey 237. Students who do not reach the Intermediate High level at this time must meet with their advisor to discuss a remedial plan. It is highly recommended that students consider studying abroad for one or two semesters during their junior year in order to gain valuable first-hand insights into the culture of the country in which the language is spoken and to increase their language proficiency.

GRADUATION – The Senior Oral Proficiency Interview and Writing Proficiency Test

In addition to completing all the courses required for the major, in particular the advanced linguistics and 400-level literature courses, which must be completed at MU, all students must demonstrate their oral proficiency.

During the first semester of the senior year, BA students will take the SOPI (Simulated Oral Proficiency Interview-long form) in French and German or COPI (Computerized Oral Proficiency Interview) in Spanish. All students are expected to perform at the Advanced Low level or higher. BSE students will take the official OPI (Oral Proficiency Interview) or OPIc (Oral Proficiency Interview by computer) and the WPT (Writing Proficiency Test). Please visit this link for more information and online registration: http://www.millersville.edu/forlang/placement-and-assessment/opiwpt.php

Students seeking certification in French, German, or Spanish will not be able to graduate until they reach the Intermediate High level on the WPT and the Advanced Low level on the OPI or OPIc.

Proof of OPI/OPIc and WPT rating must be submitted to the Department of Foreign Languages by the student via email at foreign.language@millersville.edu within 10 days of notification to student by LTI (Language Testing International).
4. ADVISING AND TUTORING

YOUR ADVISOR IN THE MAJOR
When you declare your foreign language major, whether as an entering freshman or later, you will be assigned a faculty member in that language as your advisor. He or she will discuss your course selection with you and monitor your general progress. Do stay in touch with your advisor especially if you are encountering difficulties; sometimes an advisor can help keep a small problem from turning into a big one. Your advisor in the major also gives you the Term Advisory PIN (TAP) number required for Fall and Spring registration. You must schedule an appointment with your advisor well ahead of the beginning of pre-registration. Come prepared to the appointment with the list of courses you would like to take, a printout of your Degree Audit in MAX, and this handbook.

The Department schedules a general departmental meeting every semester a few weeks before course registration for the following semester begins. Plan to attend this session in order to find out details about the course schedule and other important information for majors. Special guests are invited to speak about study abroad in the Fall and career opportunities in the Spring.

COMMUNICATING WITH YOUR ADVISOR (AND WITH THE DEPARTMENT)
myVILLE is the email server that is used at Millersville University by faculty, staff, and students. Please make sure to activate your account. Your advisor and the Department office will rely on your myVILLE email address to send you important information. Make sure you read your myVILLE email on a regular basis.

ADVISORS FOR PROGRAMS, GROUPS AND ORGANIZATIONS:
• Study Abroad Advisors: (see also the section "Study Abroad and Internships")
  French: Professor Moine
  German: Professor Nimmrichter
  Spanish: Professor Antolín
• Teacher Education: Professor Nimmrichter (for all languages)
• Clubs:
  French: Professor Gaudry
  German: Professor Nimmrichter
  Spanish: Professor Valentín-Márquez
• Phi Sigma Iota (National Foreign Language Honor Society): TBA

PEER TUTORING
The University supports a peer tutoring service free of charge for students who feel the need for assistance or additional practice. The departmental secretary is the tutoring program coordinator. Please contact the office at (717) 871-7156 or foreign.language@millersville.edu with your questions or concerns.

If you would like to be assigned a tutor, complete a request form at the department office (McComsey 239). You will be assigned a tutor. Your tutoring session will be scheduled according to your and your tutor’s availability. No new tutor-tutee assignments are made in the last four weeks of the regular semester, because (a) if there are serious problems, they should have been addressed before that time and not as a matter of last-minute panic; and (b) tutors are students too and have their own exams to prepare for. In unusual circumstances, an exception may be granted at the instructor’s request.

If you would like to apply to be a tutor, please apply at the Foreign Language office. Requirements are a GPA of 2.7 or above overall, 3.0 or above in the target language; a grade of at least A or B in the course to be tutored, and preferably, upper-level status. Native speakers are also welcome to apply. Your application will then be reviewed by the coordinator and the appropriate faculty member.
**5. REQUIREMENTS BY MAJOR AND BY MINOR:**

To learn more about requirements needed to complete a major or a minor in foreign languages, please review the curriculum record forms for single and dual foreign language (FORL) majors in the liberal arts and the secondary education curriculum. Also, refer to current copies of the New General Education Curriculum Approved courses issued regularly with updates from the office of Academic Advisement. All curriculum forms can be accessed online through the Office of Academic Advisement at this link: [http://www.millersville.edu/advisement/](http://www.millersville.edu/advisement/). All requirements are also listed in your degree audit in MAX.

Many foreign language courses restrict enrollment to students who meet a level of preparation that is essential for them to succeed in those courses. These restrictions are called *prerequisites*. Courses may also have a *recommended preparation or recommended concurrent enrollment* that will also enhance chances of success in these classes. For instance, you should have completed both surveys of FL literature before signing up for a 400-level literature course; or, take the second survey course concurrently with the 400-level literature course. FL 470 (or 409) is a capstone course which requires that you have completed most of your language courses, especially FL 351 and 352.

**NOTE: NOT EVERY COURSE IS OFFERED EVERY SEMESTER!** Some are offered only in the fall, others only in the spring, and some only in the summer, in alternate years or only occasionally. If you plan to graduate in four years, it is imperative that you visit your academic advisor to discuss what can be done to meet the academic requirements in a timely manner. If you plan to study abroad a meeting early on with your advisor during your academic career is strongly recommended.

Credit hour totals listed on Charts 1, 2 and 3 on the following pages are for the major and minor programs ONLY and do not include General Education or other requirements for graduation. Consult your advisor if you have questions in those areas.
1. BA Semester hours count (total 63 credits):
   a. Language 36 credits (including literature, linguistics, civilization and elective courses)
   b. 2nd/3rd lang. 18 credits
   c. Other requirements: [ENGL, HIST/GEOG, HUMN] 9 credits

2. BSE Semester hours count (total 54 credits plus 27 credits in professional education):
   a. Language 36 credits (including literature, linguistics, civilization and elective courses)
   b. 2nd language 9 credits
   c. Other requirements [ENGL, HIST/GEOG, METHODS] 9 credits
   d. Additional 27 credits in professional education.

3. For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 4 and 5.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>BA</th>
<th>BSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate French I (201)</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>Intermediate French II (202)</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>Survey of French Literature I (311)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Survey of French Literature II (312)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>French Composition &amp; Oral Expression I (351)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>French Composition &amp; Oral Expression II (352)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>French Civilization (331 or 332 or 333)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>400-Level French Literature Course</td>
<td>3 s.h.**</td>
<td>3 s.h.**</td>
</tr>
<tr>
<td>French Linguistics (470 or 409)</td>
<td>3 s.h.**</td>
<td>3 s.h.**</td>
</tr>
<tr>
<td>French Elective 1</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>French Elective 2</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>French Elective 3</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>18 s.h.</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>12 s.h.</td>
<td></td>
</tr>
<tr>
<td>3rd Foreign Language</td>
<td>6 s.h.#</td>
<td></td>
</tr>
<tr>
<td>Teaching of Foreign Languages (FORL 480)</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Required Related/G3 Bloc (HIST 281 or HIST 340 or GEOG 248 or GEOG 342)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Required Related/G1 Bloc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Language Study (ENGL 220)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Required Related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A course offered on the literature or culture of any Foreign Language taught in English (HUMN prefix)</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.
** 400-level literature course and 470 (or 409) Linguistics MUST be taken at Millersville.
# Third language may also be drawn from Italian or Japanese.

Please note the Certification Office may mandate changes in the requirements for certification at any time. Consult with your advisor for updates.
The French Major at a Glance (BA)

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>FREN 201</td>
<td>FREN 202</td>
</tr>
<tr>
<td></td>
<td>4 GEN ED courses</td>
<td>4 GEN ED courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Related ENGL 220 recommended</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>FREN 351 or 352*</td>
<td>FREN 311 or 312**</td>
</tr>
<tr>
<td></td>
<td>FREN 3xx (elective 1)</td>
<td>FREN 3xx (elective 2)</td>
</tr>
<tr>
<td></td>
<td>2 GEN ED courses (Required Related HIST or GEOG</td>
<td>102 of second language (GERM, ITAL, SPAN, JAPN)</td>
</tr>
<tr>
<td></td>
<td>recommended)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>101 of second language (GERM, ITAL, SPAN, JAPN)</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or</td>
<td>STUDY ABROAD or</td>
</tr>
<tr>
<td></td>
<td>FREN 351 or 352*</td>
<td>FREN 351 or 352**</td>
</tr>
<tr>
<td></td>
<td>FREN 3xx (elective 3)</td>
<td>FREN 3xx (elective 4)</td>
</tr>
<tr>
<td></td>
<td>201 of second language and/or 101 of third language</td>
<td>202 of second language and/or 102 of third</td>
</tr>
<tr>
<td></td>
<td>1 or 2 GEN ED course or open electives</td>
<td>language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 or 2 GEN ED course or open electives</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>FREN 470***</td>
<td>FREN 400-level literature course</td>
</tr>
<tr>
<td></td>
<td>HUMN course</td>
<td>3xx of second language or 102 or third language</td>
</tr>
<tr>
<td></td>
<td>351 or 352 of second language or 101 or third</td>
<td>202 of third language</td>
</tr>
<tr>
<td></td>
<td>language or 201 of third language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 GEN Ed courses and/or open electives</td>
<td>3 GEN Ed courses and/or open electives</td>
</tr>
</tbody>
</table>

Comments:

Students placed in higher level language courses in their first semester will replace FORL 201 and/or 202 with higher level courses.

* French 351 and 352 are only offered in the fall in alternate years.
** French 311 and 312 are only offered in the spring in alternate years.
*** In recent years, French 470 and the 400-level literature courses have been offered by individualized instruction or in the summer.
<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 201</td>
<td>4 GEN ED courses*</td>
<td>FREN 202</td>
</tr>
</tbody>
</table>

**Second Year**
- **FREN 351 or 352***
- **FREN 3xx (elective 1)**
- Foundations Block in Education: EDFN 211 & 241 or 2 GEN ED courses (ENGL literature course required for BSE recommended)
- 101 of second language (GERM, ITAL, SPAN, JAPN)

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FREN 351 or 352</strong>*</td>
<td><strong>FREN 3xx (elective 1)</strong></td>
<td><strong>FREN 3xx (elective 2)</strong></td>
</tr>
</tbody>
</table>

**Third Year**
- **STUDY ABROAD or FREN 351 or 352***
- **FREN 3xx (elective 3)**
- 201 of second language
- 2 GEN ED course or open electives

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDY ABROAD or FREN 351 or 352</strong>*</td>
<td><strong>FREN 3xx (elective 2)</strong></td>
<td><strong>FREN 3xx (elective 2)</strong></td>
</tr>
</tbody>
</table>

**Fourth Year**
- **470 or 400-level lit course***
- Advanced Professional Studies Block in Education (EDFN 330, EDSE 321, SPED 346, and FORL 480)

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>470 or 400-level lit course</strong>*</td>
<td><strong>Advanced Professional Studies Block in Education (EDFN 330, EDSE 321, SPED 346, and FORL 480)</strong></td>
<td><strong>Student teaching (EDFL 461 and EDSE 471)</strong></td>
</tr>
</tbody>
</table>

**Comments:**

Students placed in higher level language courses in their first semester will replace FORL 201 and/or 202 with higher level courses.

One GEN ED course will need to be taken during winter or summer because you will take only 12 credits in your student teaching semester.

* French 351 and 352 are only offered in the fall in alternate years.
** French 311 and 312 are only offered in the spring in alternate years.
*** In recent years, French 470 and the 400-level literature courses have been offered by individualized instruction or in the summer.

* Certification students must complete ENGL 110, an ENGL literature course, MATH 100 or 102, and MATH 130 before their senior year as part of the admission requirement to Advanced Professional Studies. All courses count towards General Education requirements.
Chart 2: GERMAN

1. BA semester–hours count (total 63 credits):
   a. Language 36 credits (including literature, linguistics, civilization and elective courses)
   b. 2nd/3rd language 18 credits
   c. Other requirements [ENGL, HIST/GEOG, HUMN] 9 credits
2. BSE Semester–hours count (total 54 credits plus 27 credits in Professional Education):
   a. Language 36 credits (including literature, linguistics, civilization and elective courses)
   b. 2nd language 9 credits
   c. Other requirements [ENGL, HIST/GEOG, METHODS] 9 credits
   d. Additional 27 credits in professional education
3. For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 4 and 5.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>BA</th>
<th>BSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate German I (201)</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>Intermediate German II (202)</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>Survey of German Literature I (311)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Survey of German Literature II (312)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>German Composition &amp; Oral Expression I (351)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>German Composition &amp; Oral Expression II (352)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>German Civilization (331 or 332)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>400-Level German Literature Course</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>German Linguistics (470 or 409 or 462)</td>
<td>3 s.h. **</td>
<td>3 s.h. **</td>
</tr>
<tr>
<td>German Elective 1</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>German Elective 2</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>German Elective 3</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>18 s.h.</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>12 s.h.</td>
<td></td>
</tr>
<tr>
<td>3rd Foreign Language</td>
<td>6 s.h. #</td>
<td></td>
</tr>
<tr>
<td>Teaching of Foreign Languages (FORL 480)</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Required Related/G3 Bloc</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>(HIST 223 or 224 or 340 or 342 or 410 or GEOG 342)</td>
<td></td>
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</tr>
<tr>
<td>Required Related/G1 Bloc</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Introduction to Language Study (ENGL 220)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A course offered on the literature or culture of any Foreign Language taught in English (HUMN prefix)</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.
** German Linguistics (470 or 409 or 463) MUST be taken at Millersville.
# Third language may also be drawn from Italian or Japanese.

Please note the Certification Office may mandate changes in the requirements for certification at any time. Consult with your advisor for updates.
## The German Major at a Glance (BA)

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>GERM 201</td>
<td>GERM 202</td>
</tr>
<tr>
<td></td>
<td>4 GEN ED courses</td>
<td>4 GEN ED courses (Required Related ENGL 220 recommended)</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>GERM 351 or 352 *</td>
<td>GERM 3xx (elective 1)</td>
</tr>
<tr>
<td></td>
<td>GERM 311 or 312 **</td>
<td>GERM 3xx (elective 2)</td>
</tr>
<tr>
<td></td>
<td>2 GEN ED courses</td>
<td>2 GEN ED courses</td>
</tr>
<tr>
<td></td>
<td>101 of second language (FREN, ITAL, SPAN, JAPN)</td>
<td>102 of second language (FREN, ITAL, SPAN, JAPN)</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or</td>
<td>STUDY ABROAD or</td>
</tr>
<tr>
<td></td>
<td>GERM 351 or 352 *</td>
<td>GERM 3xx (elective 3)</td>
</tr>
<tr>
<td></td>
<td>GERM 311 or 312 **</td>
<td>GERM 3xx (elective 4)</td>
</tr>
<tr>
<td></td>
<td>201 of second language and/or 101 of third language</td>
<td>202 of second language and/or 102 of third language</td>
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<td></td>
<td>1 or 2 GEN ED course or open electives</td>
<td>1 or 2 GEN ED course or open electives</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>GERM 470</td>
<td>GERM 400-level literature course</td>
</tr>
<tr>
<td></td>
<td>HUMN course</td>
<td>3xx of second language or 102 or third language</td>
</tr>
<tr>
<td></td>
<td>351 or 352 of second language or 101 or third language</td>
<td>or 202 of third language</td>
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<tr>
<td></td>
<td>or 201 of third language</td>
<td>GEN Ed courses and/or open electives</td>
</tr>
<tr>
<td></td>
<td>GEN Ed courses and/or open electives</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Students placed in higher level language courses in their first semester will replace FORL 201 and/or 202 with higher level courses.

*German 351 and 352 are only offered in the fall in alternate years.

**German 311 and 312 are only offered in the fall in alternate years.
## The German Education Major at a Glance (BSE)

<table>
<thead>
<tr>
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<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>GERM 201</td>
<td>GERM 202</td>
</tr>
<tr>
<td></td>
<td>4 GEN ED courses +</td>
<td>4 GEN ED courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Related ENGL 220 recommended</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>GERM 351 or 352*</td>
<td>GERM 3xx (elective 1)</td>
</tr>
<tr>
<td></td>
<td>GERM 311 or 312 **</td>
<td>GERM 3xx (elective 2)</td>
</tr>
<tr>
<td></td>
<td>Foundations Block in Education:</td>
<td>Foundations Block in Education:</td>
</tr>
<tr>
<td></td>
<td>EDFN 211 &amp; 241 or 2 GEN ED courses (ENGL literature course required for BSE recommended)</td>
<td>EDFN 211 &amp; 241 or 2 GEN ED courses (ENGL literature course required for BSE recommended)</td>
</tr>
<tr>
<td></td>
<td>101 of second language (FREN, ITAL, SPAN, JAPN)</td>
<td>102 of second language (FREN, ITAL, SPAN, JAPN)</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or GERM 351 or 352 *</td>
<td>STUDY ABROAD or GERM 3xx (elective 3)</td>
</tr>
<tr>
<td></td>
<td>GERM 311 or 312 **</td>
<td>GERM 3xx (elective 4)</td>
</tr>
<tr>
<td></td>
<td>201 of second language</td>
<td>GERM 400-level literature</td>
</tr>
<tr>
<td></td>
<td>2 GEN ED course or open electives</td>
<td>2 GEN ED course</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>GERM 470</td>
<td>Student teaching (EDFL 461 and EDSE 471)</td>
</tr>
<tr>
<td></td>
<td>Advanced Professional Studies Block in Education (EDFN 330, EDSE 321, SPED 346, and FORL 480)</td>
<td>One GEN ED course will need to be taken during winter or summer</td>
</tr>
</tbody>
</table>

**Comments:**

Students placed in higher level language courses in their first semester will replace FORL 201 and/or 202 with higher level courses.

One GEN ED course will need to be taken during winter or summer because you will take only 12 credits in your student teaching semester.

*German 351 and 352 are only offered in the fall in alternate years.

**German 311 and 312 are only offered in the fall in alternate years.

+ Certification students must complete ENGL 110, an ENGL literature course, MATH 100 or 102, and MATH 130 before their senior year as part of the admission requirement to Advanced Professional Studies. All courses count towards General Education requirements.
Chart 3: SPANISH

1. BA Semester hours count (total 63 credits):
   a. Language 36 credits (including literature, linguistics, civilization and elective courses)
   b. 2nd/3rd lang. 18 credits
   c. Other requirements: [ENGL, HUMN, HIST/GEOG/LATS/ANTH] 9 credits

2. BSE Semester hours count (total 54 credits plus 33 credits in professional education):
   a. Language 36 credits (including literature, linguistics, civilization and elective courses)
   b. 2nd language 9 credits
   c. Other requirements [ENGL, HIST/GEOG/LATS/ANTH, METHODS] 9 credits
   d. Additional 27 credits in professional education.

3. For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 4 and 5.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>BA</th>
<th>BSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Spanish I (201)</td>
<td>3 s.h. *</td>
<td>3 s.h. *</td>
</tr>
<tr>
<td>Intermediate Spanish II (202)</td>
<td>3 s.h. *</td>
<td>3 s.h. *</td>
</tr>
<tr>
<td>Choose 6 s.h. from:</td>
<td>6 s.h.</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>Survey of Spanish Literature I (311)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey of Spanish Literature II (312)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey of Spanish American Literature I (313)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey of Spanish American Literature II (314)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Composition &amp; Oral Expression I (351)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Spanish Composition &amp; Oral Expression II (352)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Spanish or Spanish American Civilization (331 or 332 or 333 or 334)</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>400-Level Spanish Literature Course</td>
<td>3 s.h. **</td>
<td>3 s.h. **</td>
</tr>
<tr>
<td>Spanish Linguistics (470 or 409)</td>
<td>3 s.h. **</td>
<td>3 s.h. **</td>
</tr>
<tr>
<td>Spanish Elective 1</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Spanish Elective 2</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Spanish Elective 3</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>18 s.h.</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>12 s.h.</td>
<td></td>
</tr>
<tr>
<td>3rd Foreign Language #</td>
<td>6 s.h. #</td>
<td></td>
</tr>
<tr>
<td>Teaching of Foreign Languages (FORL 480)</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Required Related/G3 Bloc: Choose 3 s.h. from:</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST 283 or 284 or 380 or 401 or ANTH 221 or 223 or GEOG 343 or LATS 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Related/G1 Bloc: Introduction to Language Study (ENGL 220)</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Required Related: A course offered on the literature or culture of any foreign language taught in English (HUMN prefix)</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.
** 400-level literature course and 470 (or 409) Linguistics MUST be taken at Millersville.
# Third language may also be drawn from Italian or Japanese.

Please note the Certification Office may mandate changes in the requirements for certification at any time. Consult with your advisor for updates.
## The Spanish Major at a Glance (BA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>SPAN 201 4 GEN ED courses</td>
<td>SPAN 202 4 GEN ED courses (Required Related ENGL 220 recommended)</td>
</tr>
<tr>
<td>Second</td>
<td>SPAN 351 or 352 2 GEN ED courses 101 of second language (FREN, ITAL, GERM, JAPN)</td>
<td>SPAN 351 or 352 SPAN 311 or 312 or 313 or 314 2 GEN ED courses 102 of second language (FREN, ITAL, GERM, JAPN)</td>
</tr>
<tr>
<td>Third</td>
<td>STUDY ABROAD or SPAN 311 or 312 or 313 or 314 SPAN 3xx (elective 1) 201 of second language and/or 101 of third language 1 or 2 GEN ED course or open electives</td>
<td>STUDY ABROAD or SPAN 3xx (SPAN 361 recommended, elective 2) SPAN 3xx (elective 3) 202 of second language and/or 102 of third language 1 or 2 GEN ED course or open electives</td>
</tr>
<tr>
<td>Fourth</td>
<td>SPAN 470* SPAN 400-level literature course* 351 or 352 of second language or 101 or third language or 201 of third language HUMN course GEN Ed course or open elective</td>
<td>3xx of second language or 102 or third language or 202 of third language GEN Ed courses and/or open electives</td>
</tr>
</tbody>
</table>

### Comments:

Students placed in higher level language courses in their first semester will replace SPAN 201 and/or 202 with higher level courses.

*Spanish 470 (or 409) and the 400-level literature course are only offered in the fall and in the summer.
## The Spanish Education Major at a Glance (BSE)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall Term</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPAN 201</td>
<td>SPAN 202</td>
</tr>
<tr>
<td></td>
<td>4 GEN ED courses +</td>
<td>4 GEN ED courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required Related ENGL 220 recommended</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>SPAN 351 or 352</td>
<td>SPAN 351 or 352</td>
</tr>
<tr>
<td></td>
<td>SPAN 331 or 332 or 333 or 334</td>
<td>SPAN 311 or 312 or 313 or 314</td>
</tr>
<tr>
<td></td>
<td>Foundations Block in Education: EDFN 211 &amp; 241 or 2 GEN ED courses (ENGL literature course required for BSE recommended) 101 of second language (FREN, ITAL, GERM, JAPN)</td>
<td>Foundations Block in Education: EDFN 211 &amp; 241 or 2 GEN ED courses (ENGL literature course required for BSE recommended) 102 of second language (FREN, ITAL, GERM, JAPN)</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or SPAN 311 or 312 or 313 or 314</td>
<td>STUDY ABROAD or SPAN 3xx (SPAN 361 recommended, elective 2)</td>
</tr>
<tr>
<td></td>
<td>SPAN 3xx (elective 1)</td>
<td>SPAN 3xx (elective 3)</td>
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<tr>
<td></td>
<td>SPAN 470 or SPAN 400-level literature* 201 of second language 1 GEN ED course</td>
<td>3 GEN ED course</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>SPAN 470 or SPAN 400-level literature* Advanced Professional Studies Block in Education (EDFN 330, EDSE 321, SPED 346, and FORL 480)</td>
<td>Student teaching (EDFL 461 and EDSE 471) (One GEN ED course will need to be taken during winter or summer)</td>
</tr>
</tbody>
</table>

### Comments:

Students placed in higher level language courses in their first semester will replace SPAN 201 and/or 202 with higher level courses.

One GEN ED course will need to be taken during winter or summer because you will take only 12 credits in your student teaching semester.

*Spanish 470 (or 409) and the 400-level literature course are only offered in the fall and in the summer.*

* Certification students must complete ENGL 110, an ENGL literature course, MATH 100 or 102, and MATH 130 before their senior year as part of the admission requirement to Advanced Professional Studies. All courses count towards General Education requirements.
Students in the BSE program must fulfill the following requirements regulated by MU and the State of Pennsylvania: Please note that the PA Department of Education may mandate changes in the requirements for certification at any time. Consult www.millersville.edu/cert and with your advisor for updates.

1. Complete the program with an overall minimum MU GPA of 3.0. (Under special circumstances, a GPA below 3.0 and above 2.8 will be accepted.)
2. Earn a B- or better in the foreign language linguistics course (470 or 409).
4. Complete the Advanced Professional Studies Bloc (first semester senior year – only offered in the fall): EDSE 321, SPED 346, EDFN 330, and FORL 480. The linguistics class (409 or 470) is a prerequisite, or co-requisite, to FORL 480 and must be completed prior to or concurrently with the professional bloc.
5. Complete Student Teaching (12 credits, including EDFL 461 and EDSE 471).
6. Pass the following Pennsylvania Certification tests:
   a. Pre-service exam including sections on reading, writing and math. (See options on the website of the Certification Office.)
   b. Fundamental Subjects: Content knowledge (Praxis 5511)
   c. ACTFL Oral Proficiency Interview (American Council on the Teaching of Foreign Languages) with a rating of Advanced Low or higher and Writing Proficiency Test with a rating of Intermediate High or higher are required for graduation and certification. Proof of OPI/OPIc and WPT rating must be submitted to the Department of Foreign Languages by the student via email at foreign.language@millersville.edu within 10 days of notification to student by LTI (Language Testing International). Also, submit a copy to the Certification Office.

All students will need to apply for APS (Advanced Professional Studies) before they can register for APS courses. Questions about the certification program should be addressed to the department’s certification advisor, Dr. Nimmrichter.

For more information on required tests and admission criteria go to www.millersville.edu/cert. Admission criteria are not printed here to make sure you refer to the most current criteria provided on the website of the MU certification office.

1. All candidates with Foreign Language degrees from other institutions must comply with language major requirements in our department:
   a. A minimum of 36 credits in the major language of which at least 6 credits shall have been taken in residence at Millersville, including:
      i. One course in linguistics of the language at MU with a minimum earned grade of B-;
      ii. One 400-level literature course at MU;
   b. Successful completion of required related courses for that language (history/geography course, etc.).
2. All candidates shall further satisfy language department and university requirements in education for certification from Millersville University (i.e. EDFN 590, EDFN 545, EDFN 530, EDSE 5, SPED 346, FORL 480, EDSE 471, and EDFL 461).
3. All candidates must receive a rating of Advanced Low or higher on the official ACTFL Oral Proficiency Interview and a rating of Intermediate High or higher on the official ACTFL Writing Proficiency Test in order to receive certification.

Please note that the PA Department of Education may mandate changes in the requirements for certification at any time. Consult with your advisor for updates.
Secondary Education Dispositions

In order to be admitted to the Advanced Professional Studies bloc, all students will need favorable faculty recommendations. Students receive these recommendations in the Foundations bloc and through the dispositions assessment process. Please see the description of the expected dispositions below (http://www.millersville.edu/education/files/dispositions.pdf). By default all students receive a favorable recommendation to APS (Advanced Professional Studies) through the dispositions assessment process. An APS "hold" will be placed on any student with new or unresolved disposition concerns raised by faculty. In this case, a remediation plan must be completed satisfactorily for APS admittance and retention.

<table>
<thead>
<tr>
<th>PEU Dispositions Rubric Disposition Category</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATES PROFESSIONALLY</strong></td>
<td>Communicates clearly and appropriately with students, families, supervisor, cooperating teacher and other school personnel.* Follows appropriate channels of communication Abides by FERPA (Federal Educational Rights and Privacy Act) Displays an appropriate sense of humor Writes &amp; speaks clearly Is professional during educational interactions Is easily understood Conveys an appropriate tone Listens carefully and actively</td>
</tr>
<tr>
<td><strong>DEMONSTRATES PROFESSIONAL GROWTH</strong></td>
<td>Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities Exhibits curiosity about the profession Seeks &amp; accepts critical feedback from peers, supervisors, faculty, students &amp; students’ families Self-regulates &amp; modifies professional behavior based upon feedback Is aware of &amp; involved with professional organizations, publications &amp; activities</td>
</tr>
<tr>
<td><strong>DEMONSTRATES PROFESSIONAL RELATIONSHIPS</strong></td>
<td>Demonstrates a belief that all students (including students with disabilities / linguistic / cultural diversity) can learn at high levels Collaborates with all appropriate individuals in planning for the success of students with exceptional needs Exhibits an understanding &amp; acceptance of diversity Is respectful during interactions with school students, educational personnel &amp; families Works collaboratively with others (colleagues, supervisors, cooperating teachers) Treats individuals equitably</td>
</tr>
<tr>
<td><strong>EXHIBITS ATTRIBUTES SUITABLE TO THE PROFESSION</strong></td>
<td>Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills. Demonstrates the value of preparation through the planning of meaningful lessons/units. Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued. Presents information in a positive manner Demonstrates enjoyment in the content of the discipline. is flexible Demonstrates enjoyment of the profession of educator. is confident Displays positive relationships with children Cares for the profession, Cares for the students’ well being Is responsible, energetic, demonstrates dedication, is personable Maintains professional appearance</td>
</tr>
<tr>
<td><strong>DISPLAYS RESPONSIBLE &amp; ETHICAL BEHAVIOR</strong></td>
<td>Knows and adheres to Pennsylvania Professional Code of Ethics, copyright and privacy laws. Adheres to Professional Codes of Ethics of Pennsylvania, MU, and specific Professional Organization(s) of the program Is honest Demonstrates ethical behaviors</td>
</tr>
</tbody>
</table>

*Underlined items represent items used in the Millersville Student Teaching Evaluation Instrument

Source: http://www.millersville.edu/education/files/Dispositions.pdf
DOUBLE MAJOR:
ONE FOREIGN LANGUAGE MAJOR (BA OR BSE) PLUS SECOND NON-FOREIGN LANGUAGE MAJOR

Consult Charts 1, 2, or 3 for the Foreign Language requirements; consult with the non-Foreign Language department as to second-major requirements. Double majors do not need to take courses in a second or third foreign language.

CHART 4: DOUBLE MAJOR IN TWO FOREIGN LANGUAGES: BA DEGREE

Semester-hours count:

Language A: Language 36 (including literature, linguistics, civilization and elective courses); other requirements (ENGL, HIST, HUMN) 9; total 45.

Language B: Language 36 (including literature, linguistics, civilization and elective courses).

Foreign Language Grand total: 81s.h.
Double majors are not required to take a third foreign language.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LANGUAGE A</th>
<th>LANGUAGE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td>3 s.h.@</td>
</tr>
<tr>
<td>102</td>
<td></td>
<td>3 s.h.@</td>
</tr>
<tr>
<td>201</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>202</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>311</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>312</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>351</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>352</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>400-level literature</td>
<td>3 s.h.**</td>
<td>3 s.h.**</td>
</tr>
<tr>
<td>470 (or 409)</td>
<td>3 s.h.***</td>
<td>3 s.h.***</td>
</tr>
<tr>
<td>Civilization</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 1</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 2</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 3</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST/GEOG: See Charts 1, 2, or 3 for your options.</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>ENGL 220</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>HUMN</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

@ Language B may count 101 and 102 towards the major. In this case, only two electives are needed for a total of 12 courses in language B.

* Higher-level courses may be substituted for these.

** Some languages require that the 400-level literature be taken at Millersville.

*** Must be taken at MU.
CHART 5: DOUBLE MAJOR IN TWO FOREIGN LANGUAGES: BSE DEGREE

Semester-hours count:

Language A: Language 36 (including literature, linguistics, civilization and elective courses), other requirements [ENGL, HIST/GEOG, METHODS] 9; total 45.
Language B: Language 36 (including literature, linguistics, civilization and elective courses),
Additional 30 credits in Professional Education
NOTE: A double major student is not required to take a third foreign language.

NOTE: A BSE double major in languages, for dual certification, is a wise move in today's employment conditions. However, the credit requirements are large; finishing in four years will require careful planning and summer study. If this is impossible, then you may need to allow an additional semester or an additional year.

<table>
<thead>
<tr>
<th></th>
<th>LANGUAGE A</th>
<th>LANGUAGE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td>3 h.s. @</td>
</tr>
<tr>
<td>102</td>
<td></td>
<td>3 h.s. @</td>
</tr>
<tr>
<td>201</td>
<td>3 h.s.*</td>
<td>3 h.s.*</td>
</tr>
<tr>
<td>202</td>
<td>3 h.s.*</td>
<td>3 h.s.*</td>
</tr>
<tr>
<td>311/312/313/314</td>
<td>6 h.s.</td>
<td>6 h.s.</td>
</tr>
<tr>
<td>351</td>
<td>3 h.s.</td>
<td>3 h.s.</td>
</tr>
<tr>
<td>352</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>400-level literature</td>
<td>3 s.h.**</td>
<td>3 s.h.**</td>
</tr>
<tr>
<td>470 or 409</td>
<td>3 s.h.**</td>
<td>3 s.h.**</td>
</tr>
<tr>
<td>331/332/333/334</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 1</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 2</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 3</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>FORL 480</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>HIST/GEOG: See Charts 1, 2, or 3 for your options.</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>Foundation bloc</td>
<td>6 s.h.</td>
<td></td>
</tr>
<tr>
<td>Advanced Prof. Studies</td>
<td>9 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

@  Language B may count 101 and 102 towards the major. In this case, only one elective is needed for a total of 12 courses in language B.
* Higher-level courses may be substituted for these.
** The 400-level literature and the 470 (or 409) Linguistics courses MUST be taken at Millersville. Some languages have separate requirements; please check the MAJOR requirements chart for your languages.

Please note that the PA Department of Education may mandate changes in the requirements for certification at any time. Consult with your advisor for updates.
CHART 6: FOREIGN LANGUAGE MINORS

Semester hours count: 18

<table>
<thead>
<tr>
<th></th>
<th>FRENCH</th>
<th>GERMAN</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>202</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
<td>3 s.h.*</td>
</tr>
<tr>
<td>351 or 352</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 1**</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 2**</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective 3**</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.

** Electives must be at the 300-level or 400-level. The second Composition and Oral Expression course (352) is highly recommended.
POINTS TO BEAR IN MIND

STUDENTS MAJORING IN ONE FOREIGN LANGUAGE

- Do not count any courses taught by the FL Department under Liberal Arts G1, Humanities and Fine Arts including HUMN courses (required of all BA students).
- Count as many FORL and HUMN courses as possible under Writing (W) or under Perspectives (P) on the General Education Curriculum Sheet.
- A Perspectives course may be counted under the major (if the topic is relevant to the major) or under General Education, but not both.
- The Perspectives course requirement is waived for students who study abroad for at least one semester, but another Gen Ed course must be substituted for it.
- Foreign Language BA majors must take 12 s.h. of a second FL and 6 s.h. of a third FL; or they may choose to pursue a minor in a second FL (18 s.h. at the 200-level and above).
- Secondary Education BSE/FL majors must take 9 s.h. in a second FL. One of the three courses in the second FL will count as an open elective under the General Education Connection and Exploration courses (this applies to the BSE students only).

STUDENTS WITH DOUBLE MAJOR, BOTH IN FORL

- A third FL is not required of any double FL major.
- Double FL majors must take only one History/Geography/Anthropology/LATS course in either of the two languages. Count this required related course (except LATS) under the Liberal Arts G3, Social Sciences. Please discuss all required related options available to you with your Advisor.
- Double FL majors must also take ENG 220 (Introduction to Language Study), to be counted under Liberal Arts G1, Humanities and Fine Arts.
- The elementary foreign language courses (101 and 102) may be counted towards the second foreign language major.

DOUBLE MAJORS, one in FORL and one in ELEMENTARY EDUCATION or OTHER DEPARTMENT

- Elementary Education, Business Administration, English, History (etc.) majors who also major in a FL may count two FL courses under Liberal Arts G1, Humanities and Fine Arts) and as many FL courses as desired under electives on the back side of the General Education Curriculum Sheet.
- These students are not required to take a second or a third FL, but must take required related courses as specified for the major. In this case, only 1 of the 3 electives is needed.

REQUIRED RELATED COURSES

See the appropriate curriculum record form for the requirements that relate to each program. These requirements include courses in history and linguistics. Required related courses from other departments count towards General Education: ENGL 220 and LATS 201 count in the G1 bloc and the History/Geography/Anthropology course in the G3 bloc.
MINORS IN FOREIGN LANGUAGES
See the list of requirements for each language on the Minor Curriculum Sheet at this link:
https://www.millersville.edu/advisement/curriculum-sheets/minors.php

It should be noted that students beginning on a level higher than 201 will be required to take enough advanced FL courses (300 or 400-levels) to total 18 semester hours.

UNIVERSITY HONORS PROGRAM
Advisors having honors students among their advisees should consult the University Governance Manual for specifics about academic requirements or contact the Honors Program Director, Dr. Dennis B. Downey, at http://www.millersville.edu/honorscollege/ or Dennis.Downey@millersville.edu

PREREGISTRATION
All students must receive a Term Advisement Pin (TAP) code from their advisor before they can register for classes on MAX. Please attend the departmental general advisement sessions to find out about important information concerning the course schedule and departmental announcements. Schedule a meeting with your advisor well in advance of your first opportunity to register. Come prepared to that meeting with a list of courses you would like to take, your DARS, and this handbook.

FRANKLIN & MARSHALL COLLEGE EXCHANGE AGREEMENT
On the basis of an agreement between the two schools, Millersville University students may take courses at Franklin & Marshall College (and vice versa) without additional charge. This usually occurs either when the student needs a course for graduation which is not being offered soon enough on the MU campus, or when one school is offering a course, which the other does not offer at all. Be sure to check with your major advisor at pre-registration time to make sure there is no problem with credit equivalency. Courses taken through the F&M Exchange Agreement are reflected as “resident” credits, but are listed on the MU academic record with the F&M subject prefix & course number. Request forms for the F&M exchange program are available through the Registrar’s office.

GRADUATE SUMMER COURSES
You may be able to accumulate additional credits in your foreign-language major by attending one of our Graduate Summer School in French, German, and Spanish. If you are well qualified and have completed at least 3 years of college-level language, you may want to consider this. The credits earned will be undergraduate credits. Visit the Foreign Languages office (McComsey 239) for more information.
### 6. STUDY ABROAD AND INTERNSHIPS

**CONTACTS**

- **French Program:** Dr. Andre Moine
- **German Program:** Dr. Susanne Nimrichter
- **Spanish Program:** Dr. Marco Antolin
- **Office of Global Education and Partnerships:** Dr. Katarzyna Jakubiak (Study Abroad)
- **Office of Experiential Learning & Career Management:** Ms. Melissa Wardwell (Internships)

**STUDY ABROAD**

You can complete your University study of a second language in the best possible way by spending an academic year in a country where that language is spoken; single-semester and summer programs are also available. One obvious advantage of such a program is the gain of language fluency, but other advantages of equal importance are the experiences of learning another culture, becoming comfortable in surroundings unlike any in your experience, and making new, lifelong friendships. Reading about life in other countries is fine, but actually living it will teach you more than you can imagine if you never have been in the midst of an unfamiliar culture. If you are working toward an education degree in your language, we especially urge you to build a study abroad semester or year into your plans. Studying abroad for one semester satisfies your Perspectives (“P”) requirement, but not the actual credits. You will still need 120 credits in order to graduate.

- Students planning on studying abroad should notify their advisor ASAP, preferably during the first semester pre-registration period, in order to plan the courses adequately. The student should also visit the Office of Global Education and Partnerships, Cumberland House (717-871-7506), to receive important information about study abroad. Applications are generally due within the first month of the semester preceding the study abroad semester.

- The student should contact the study abroad advisor of the language section for counseling on what courses should be taken here and which should be saved for the year abroad.

- A “Request for Study Abroad Resident Credits” form should be filled out by the student in consultation with the study abroad advisor and Department Chair during the semester immediately prior to the year abroad. Students should likewise secure a copy of The Residence Hall Housing Request from the Housing and Residential Programs Office in Harbold Hall. This must be returned to that office by September 1 for the following spring semester and by February 1 for the following fall semester.

- Generally speaking, courses in the social sciences and humanities and fine arts are especially suited to being taken abroad. Room for these courses in the Liberal Arts Core 1, Humanities and Fine Arts (G1) and Liberal Arts Core 3, Social Sciences (G3) should be left in anticipation of the year abroad.

- Students can usually take from 12 to 15 s.h. per semester abroad. An average 9 to 18 s.h. of FL courses taken abroad will be counted toward the 36 s.h. needed in the minor/major, but this depends on individual circumstances. No more than half of the courses required for the minor/major can be counted due to the university’s residency requirement.

**NOTE:** The Millersville in Marburg Program: Millersville University for many years has maintained its own well-known Junior Year Abroad Program in Marburg, Germany (MIM). The program is established in the ancient university town of Marburg in central Germany. Although the medieval charm of the old town has remained unchanged over the centuries, even with its magnificent location on the picturesque Lahn River, Marburg has not been exploited as a tourist Mecca like other German cities. This makes the town especially suitable for students, German and foreign, who prefer a genuine atmosphere of learning in picturesque and romantic surroundings.
• Millersville University has established an exchange program at the American Business School in Paris and at the Université de Caen Basse Normandie. French majors at Millersville also have a wide choice of programs in France sponsored by American and French universities, such as in Montpellier, Tours, Nancy, and Lyon. The IUP program in Nancy offers opportunities for internships in French companies as well.

• Spanish-language programs are available in Spain and in Latin America. MU’s Office of Global Education and Partnerships has negotiated a student exchange with the Catholic University of Valparaíso in Chile, and with the Universities of Pamplona and Burgos, Spain, and Universidad de Puerto Rico-Mayagüez, Puerto Rico.

• For study abroad in other languages, there are many programs implemented by other colleges, universities, and language-study institutions. To find out more about possibilities:
  
  o Ask your language professors about the programs MU students have joined. Perhaps you could contact recent participants to ask them about their experiences. Attend the Fall general department session where returning students talk about their study abroad experience.
  
  o Drop in at the Office of Global Education and Partnerships in Cumberland House (717-871-7506). Here you will find useful materials and program descriptions. This office also sponsors exchange programs with universities in several other countries. Visit http://www.millersville.edu/globaled/
  
  o Check with Office of Global Education and Partnerships; there may be students on campus from the country that interests you. They can be a valuable source of information and reassurance.
  
  o Check out Section 15 for some comments from students who have been on study abroad programs.

INTERNATIONAL INTERNSHIPS
Another excellent way to visit (or return to) the country of your specialization is to work there for an extended period. See French, German, Spanish faculty and/or the Office of Global Education and Partnerships for information.

LOCAL INTERNSHIPS
Students interested in gaining some work experience using their foreign language may want to investigate the opportunity to complete an internship in a local agency. In recent years, Spanish majors have interned with Church World Service of Lancaster working with refugees, the United Way of York, and the Office of Global Education and Partnerships at Millersville University. This is primarily of interest to students of Spanish and may be used for credit.

OTHER OPPORTUNITIES FOR LANGUAGE USE OUTSIDE OF CLASSROOM:

AS A VOLUNTEER
Occasionally the Department receives requests from local schools that seek tutors for students or from other institutions looking for translators or interpreters. If you are interested in tutoring, translating or interpreting, talk to the club advisor in your language.

PAID POSITIONS – inquire in the Department office
Work as a foreign language tutor.

Work as a counselor in a FL summer camp for middle school/high school students in French, German and Spanish.
7. DIPLOMA FROM THE PARIS CHAMBER OF COMMERCE

Diplomas offered in Professional French by the Paris Chamber of Commerce
Diplômes DFPA2 and DFPB1 is available for students in French 202 or at a higher level.
Diplômes DFP Affaires B2 is available for students in French 301 or at a higher level.

For more information see Prof. André Moine

8. TECHNOLOGICAL RESOURCES: FOREIGN LANGUAGES MEDIA CENTER

The Media Center is a service provided to students for the study of a foreign language. Located in McComsey Hall 237, the 30-unit center features a Tandberg Sanako lab.

The Center offers a variety of visual and computer language-learning materials and foreign language satellite television in German (DWTV), Spanish (TVE and CNN, other channels are available as well), and French (TV5 Monde), providing news and other programming. This programming is also available in the McComsey lobby on the large screen television daily from 8am to 3pm. Computers and printers are available for word processing with foreign language Microsoft Office software.

Media Center hours vary slightly from semester to semester, but the Center is open Monday through Friday. Hours are posted on the door.
9. SUMMER COURSES & DISTANCE-LEARNING POSSIBILITIES

GRADUATE SUMMER SCHOOLS
Advanced undergraduates are welcome in the German and Spanish Graduate Summer Schools. There are certain grade requirements for admission. You will receive undergraduate rather than graduate credits, and the course numbers are different, but this is a good way to move faster towards graduation. Summer courses are especially recommended to students who do not plan to study abroad since the summer school is designed as an immersion program, i.e. only the foreign language is spoken throughout the day and you are encouraged to participate in the extra-curricular program. BSE students find the summer program of particular interest because many of the graduate students are middle and high school teachers. Therefore the summer program is a good opportunity to begin building a professional network. Ask the graduate program advisors for further information. Summer course listings become available early in the spring semester and can be obtained online at:

http://www.millersville.edu/forlang/grad-programs/index.php

DISTANCE-LEARNING
Research conducted by the National Council of State Supervisors for Languages (NCSSL) has recognized the rapid growth and contributions of foreign language distance learning programs. In their mission statement, they state that “for distance learning to be a viable alternative to conventional classroom instruction, it must be consistent with current research and practice that focus on developing the learner’s language proficiency. Proficiency, that is, what the learner can do with the language rather than what he or she knows about it, is the major principle around which today’s foreign language teaching and curricula are organized.” At the undergraduate level, Millersville University decided to convert all the French advanced undergraduate courses and offer them online to reach out to all students within the Pennsylvania State System of Higher Education. As per NCSSL’s recommendations, students enrolled in online courses at Millersville University are given ample opportunities to use the target language in a meaningful way and practice authentic communication.

Online courses or technology enhanced courses, developed by our faculty, are being offered in the department in French (see list below). Please see the Undergraduate/Graduate Catalog for course descriptions.

FREN 301 Commercial French
FREN 311 Survey of Literature I
FREN 312 Survey of Literature II
FREN 331 French Civilization I
FREN 333 French Civilization III
FREN 351 Composition and Oral Expression I
FREN 353/416/512 Intro to Phonetics/Phonetics
FREN 421 French Drama I
FREN 433/586 French Prose III/Seminar in 20th-Century French Literature
FREN 470 (or 409/509) French Linguistics/Applied Linguistics
FREN 583 Seminar in 17th-Century French Literature
HUMN 210 French Literature in English
10. ACTFL PROFICIENCY INFORMATION

All candidates seeking certification must take the ACTFL Oral Proficiency Interview (OPI/OPIc) with a rating of Advanced Low or higher and the Writing Proficiency Test (WPT) with a rating of Intermediate High or higher. It is extremely important that you familiarize yourself with these graduation requirements as listed below. The tests are administered by Language Testing International (http://www.languagetesting.com/).

ACTFL Oral Proficiency Interview (OPI) Answers to Frequently Asked Questions

What is the ACTFL Oral Proficiency Interview?
The ACTFL Oral Proficiency Interview, or OPI, is a live 20-30 minute conversation, taking place over the phone, between a trained, certified ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language. The procedure is standardized in order to assess global speaking ability, measuring language production holistically by determining patterns of strengths and weaknesses. Through a series of personalized questions a sample of speech is elicited and rated against the proficiency levels described in [ACTFL Proficiency Guidelines 2012 – Speaking](http://www.actfl.org/files/pdf/ACTFLProficiencyGuidelines2012-Speaking.pdf).

The primary goal of the OPI is the efficient elicitation of a ratable sample. To be ratable, a speech sample must clearly demonstrate the highest sustained level of performance of the speaker (known as the “ceiling”) and the level at which the speaker can no longer sustain the performance (known as the “floor”), over a variety of topics. The OPI resembles a conversation, but in fact, the tester respects a strict elicitation protocol and structures the interview in a specific way.

What is the format of the OPI?
The four mandatory phases of the OPI are the:

- Warm up
- Level checks
- Probes
- Wind down

How is the OPI rated?
An OPI can be requested on the [ACTFL scale](http://www.actfl.org/files/pdf/ACTFLProficiencyGuidelines2012-Speaking.pdf) or the Inter-Agency Language Roundtable (ILR) scale. An ACTFL OPI will rate between Novice and Superior on the ACTFL scale.

An ILR OPI will rate between ILR 0 (No Proficiency) and ILR 5 (Functionally Native).

The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations. It does not address when, where, why, or the way in which a speaker has acquired his/her language. The OPI is not an achievement test assessing a speaker’s acquisition of specific aspects of course and curriculum content, nor is it tied to any specific method of instruction. The OPI does not compare one individual’s performance to others, but each individual performance to the assessment criteria.

Commercial OPIs are single rated; an ACTFL Certified OPI Tester rates the sample by identifying the ACTFL speaking proficiency level criteria met by the candidate’s performance. LTI quality assurance procedures require that over 50% of all commercial OPIs are double rated.

In an Official/Certified OPI, the recorded interview is blindly rated by two ACTFL Certified OPI Testers, whose independent ratings must agree before an official rating is released.

Who conducts and rates the OPI?
ACTFL Certified OPI Testers are highly specialized language professionals who have completed a rigorous training process that concludes with a tester’s demonstrated ability to consistently elicit ratable speech samples and consistently rate samples with a high degree of reliability. ACTFL, Certified OPI Testers, through LTI, uphold the highest professional and ethical standards in test administration and rating.

How reliable is the OPI?
The reliability of ACTFL assessments is well documented by 3rd-party studies – the rigor of ACTFL’s selection, training and certification process for testers and raters, along with ongoing monitoring, norming and re-certification, are second to none.

How do I request an OPI?
To schedule an OPI, your organization must set up a free account with Language Testing International – we will collect some basic administrative information and then provide access to a secure web-based scheduling utility. Using this utility, the organization can request assessments, track those requests, confirm appointments and view results. The utility is used to provide to LTI the test type & language required, along with the name of the client and a window of time in which the candidate can take the test.

Once a tester has been identified, and a test time confirmed, the appointment is confirmed, and the party notified by email and on the website utility.

Generally, assessments can be scheduled within a few working days, and results are available in one working day (for commercial OPIs), or ten working days (for Certified OPIs).

Results of assessments are also posted and stored on the client utility website, allowing organizations to track their testing activity easily in a single location.

How are OPIs proctored?
OPIs must be proctored by a trusted, responsible individual, ideally a member of the HR department of the organization requesting the assessment. This individual, nominated by the organizing agency, will sign a form and provide it to LTI in advance of the assessment, undertaking to guarantee the identity of the candidate and the conditions under which the test is taken.
ACTFL Oral Proficiency Interview by Computer Test (OPIc)  
Answers to Frequently Asked Questions

**What is the Oral Proficiency Interview- Computer?**  
The OPIc is an Internet-delivered test which provides valid and reliable oral proficiency testing on a large scale. It was developed in response to the increased worldwide demand for the testing of oral language proficiency. The computer delivered assessment emulates the “live” OPI, but delivery of questions is through a carefully designed computer program, and via a virtual avatar. Thus the test can be taken on demand, and at a time convenient to the candidate and proctor.  
The goal of the instrument is the same as the OPI; to obtain a ratable sample of speech which a rater can evaluate and compare to the ACTFL or ILR Proficiency Guidelines in order to assign a rating. The current version of the OPIc rates the full range of the ACTFL scale, from Novice through Superior.  
The popularity and reputation of the OPIc has resulted in significant increase in demand for OPIc testing (an increase of 4,000% in 15 years). More and more schools and universities use the interview as an instrument of assessment. More and more commercial enterprises, international organizations, and government agencies recognize the usefulness of the OPIc as a reliable tool to determine the linguistic capabilities of their personnel.

**What is the format of the OPIc?**  
The OPIc structure is based on one of five test forms.  
Form 1 – targets proficiency levels Novice Low through Novice High, though any rating from Novice Low through Intermediate Low can be assigned to a sample that is elicited using Form 1.  
Form 2 – targets proficiency levels Novice High through Intermediate Mid though any rating from Novice Low through Advanced can be assigned to a sample that is elicited using Form 2.  
Form 3 – targets proficiency levels Intermediate Mid through Advanced, though any rating from Novice Low through Advanced can be assigned to a sample that is elicited using Form 3.  
Form 4 – targets proficiency levels Advanced Low through Superior, though any rating from Novice Low through Superior can be assigned to a sample that is elicited using Form 4.  
Form 5 – targets proficiency levels Advanced High through Superior, though Advanced Mid can also be assigned to a sample that is elicited using Form 4.  

**Taking the ACTFL OPIc**  
Before beginning the OPIc, test takers complete a Background Survey and a Self Assessment. They also receive a full overview and explanation of OPIc procedures, including a sample test question. These instructions are delivered in the test taker’s native language.

**Background Survey: Selecting Topics of Conversation**  
The Background Survey is a questionnaire which elicits information about the test taker’s work, school, home, personal activities and interests. The test taker completes the survey and the answers determine the pool of topics from which the computer will randomly select questions. The variety of topics, the types of questions, and the range of possible combinations the computer can generate allow for individually designed interviews. Even if two test takers selected the same combination of Background Survey responses, the resulting test would not be the same.

**Self Assessment: Defining the Level of the OPIc**  
The Self Assessment provides six different descriptions of how well a person can speak a language. Test takers select the description that they feel most accurately describes their language ability. Samples of speech accompany each descriptor; thus test takers can also listen to samples to help select the most appropriate description. The Self Assessment choice determines which one of five OPIc test forms (Form 1, Form 2, Form 3, Form 4, or Form 5) is generated for the specific individual. The choices made by the test taker in response to the Background Survey and the Self Assessment assure that each test taker receives an adaptive and unique test.

**OPIc Test Administration**  
The OPIc is delivered via the Internet and on any secure computer that meets the minimum technical specifications. The OPIc provides detailed test instructions and directions on how to listen to the questions and record answers. In order to ensure that the test taker understands these instructions, a sample question is provided for the test taker to practice the functionality of the OPIc. The test taker has the opportunity to re-review the instructions and sample question before beginning the test. The test taker then begins the OPIc test.

**Ava – the OPIc “Tester”**  
Ava is an avatar figure that personifies the OPIc tester. Test takers listen to her questions and respond to her. Having the picture of Ava on the screen helps to engage the test takers in conversation and mimics a one-on-one conversation with a native speaker of the target language.  
The first part of all interviews is: “Let’s start the interview now. Tell me something about yourself.” This part functions as a warm-up and an opportunity for the speaker to begin using the language.

**How is the OPIc rated?**  
Once the OPIc test is complete, the speech sample is uploaded and saved automatically on a secure Internet site. Certified OPIc Raters use their individual logins and passwords to enter the OPIc Rating Site for access by raters. The OPIc Rater listens to the sample and finds the best match between the sample and the assessment criteria of the rating scale. A rating at any major level is arrived at by the sustained performance across ALL of the criteria of the level. An appropriate sublevel can then be determined, and the rating is assigned.
Who rates the OPIc?
ACTFL Certified OPIc Raters are highly specialized language professionals who have completed a rigorous training process that concludes with a rater’s demonstrated ability to consistently rate samples with a high degree of reliability. OPIc Raters are expected to respect and follow OPIc rating protocols, procedures and guidelines. They comply regularly with ongoing renorming and quality assurance practices. Confidentiality and exclusivity are important practices for all OPIc Raters. Work with the OPIc rating process must be done exclusively through Language Testing International, the ACTFL Testing Office.

How reliable is the OPIc?
Research carried out by independent third-party analysts shows that a high percentage of OPIc ratings correspond to those issued through OPI. The OPIc has exhibited validity through research on inter-rater reliability, test-retest reliability and construct-validity evidence. The live ACTFL OPI has been shown over time to be a valid and reliable tool for assessing global speaking proficiency, a quality that has been borne out in study after study. The OPIc is simply a new and easier way of delivering the same certitude provided by the live OPI.

How do I request an OPIc?
To schedule an OPIc, your organization will be provided with a free Internet-based client utility by Language Testing International – we will collect some basic administrative information and then provide access to the secure site. Using this utility, the organization can request assessments, track those requests, confirm appointments, and see results. Generally, assessments can be scheduled within a few working days, and results are available in one working day (for commercial OPIcs), or ten working days (for Certified OPIcs).

How are OPIcs proctored?
The OPIc must be proctored by a trusted, responsible individual, ideally a member of the HR department of the organization requesting the assessment. This individual, nominated by the organizing agency, will sign a form and provide it to LTI in advance of the assessment, undertaking to guarantee the identity of the candidate and the conditions under which the test is taken.

ACTFL Proficiency Guidelines 2012 – SPEAKING (www.actfl.org)

DISTINGUISHED
Speakers at the distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic. Speakers at the distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse. A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

SUPERIOR
Speakers at the Superior level are able to communicate 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 present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, these speakers 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 language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices. Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make
sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

**ADVANCED**

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

**Advanced High**

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to 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 may 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. How-ever, 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 sublevel 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 topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. 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.

Their 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 Low**

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community
interest.
Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker’s dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven. Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution. Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significant

INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High
Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid
Speakers at the Intermediate Mid sublevel 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 related to 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 produce responses typically consisting of sentences and 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. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

**Intermediate Low**

Speakers at the Intermediate Low sublevel 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; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses 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. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

**NOVICE**

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

**Novice High**

Speakers at the Novice High sublevel 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 also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombination’s of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. 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 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 sublevel communicate minimally 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 say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform 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 sublevel have no real functional ability and, because of their pronunciation, 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.

**ACTFL Writing Proficiency Test (WPT)
Answers to Frequently Asked Questions**

**What are the Writing Proficiency Tests and the Business Writing Tests?**
The Business Writing Test (BWT) and the general Writing Proficiency Test (WPT) are standardized tests for the global assessment of functional writing ability in a language. The ACTFL writing proficiency tests measure how well a person spontaneously writes in a language (without access to revisions and/or editing tools) by comparing his/her performance of specific writing tasks with the criteria stated in the *ACTFL Proficiency Guidelines – Writing*.

ACTFL writing tests are carefully constructed assessments with four to five requests for written responses dealing with practical, social, and/or professional topics that are encountered in informal and formal contexts. The writer is presented with tasks and contexts that represent the range of proficiency levels on the *ACTFL Proficiency Guidelines Writing – 2012*. The tasks and prompts are written in English with the expectation that the responses be written in the target language.

ACTFL writing tests assess writing proficiency in terms of the ability to write effectively and appropriately for real-life writing purposes. They do not address when, where, why, or the way in which an individual learned to write. ACTFL writing tests are not an achievement test assessing a writer’s acquisition of specific aspects of course and curriculum content, nor are they tied to any specific method of instruction. ACTFL writing tests do not compare one individual’s writing to another individual’s writing, but rather compares each individual’s writing to the descriptors for writing.

**What is the format of the Writing Proficiency Test?**
ACTFL writing proficiency tests are proctored, 40–90 minute tests depending on the range being assessed. All responses are open-ended and are written in the target language. The writing proficiency tests can be written using paper and pencil format or using a computer accessing the Internet.

**Introduction and Warm-up:** This section contains directions, information on test-taking strategies, and a warm-up activity at the Novice level. Directions are also made available in advance of the scheduled testing time. All directions and prompts are written in English. Special accommodations may be requested when directions and prompts need to be provided in a language other than English.

**Writing Prompt:** There are four (WPT) or five (BWT) separate requests, each of which encompasses multiple writing tasks, (i.e. descriptive, informative, narrative, and persuasive writing). Each request describes the audience, context, and purpose of the writing task. The prompts that are presented to the writer are designed to elicit writing at the Intermediate, Advanced and Superior levels, across a variety of contexts and content areas. Each request also describes the suggested length of the response (i.e., several sentences, multiple paragraphs, etc.) and suggests a time allotment (i.e., 10 minutes, 25 minutes, etc.) for completing the response to that specific request. The total time to read the directions and complete all the writing tasks is ninety (90) minutes.

**For some versions of the WPT, the candidate will be asked to complete a Background Survey and Self Assessment.** The responses to these two sections ensure that each test taker receives a customized and unique test.

*Background Survey:* The candidate will answer questions about their education or work history, their hobbies and past times and special areas of interest. Their answers will be used by the system to select prompts from topics relevant to the test taker for portions of the test.

*Self Assessment:* Six different descriptions of how well a person can write in a language are presented and the test taker selects the description they feel most accurately describe their writing ability. This determines which one of three WPT test forms is generated for the individual. Candidates who need a rating of Intermediate High or higher should choose statement five or six. This is
indicated on the Self Assessment seen by the candidate at test time.

How are the Writing Tests rated?
The ACTFL Proficiency Guidelines – Writing provide the basis for assigning a global rating, assigned by ACTFL Certified Raters. Patterns of strength and weakness in accomplishing the writing tasks are established by the rater. The writing performance is first placed within a major range and then matched to the sub-level description.

ACTFL writing tests are integrative tests, i.e., they address a number of abilities simultaneously and look at them from a global perspective rather than from the point of view of the presence or absence of any given linguistic feature. Linguistic components are viewed from the wider perspective of how they contribute to the overall written sample. In evaluating writing, the following criteria are considered:

• the writing tasks or functions the writer performs,
• the social contexts and specific content areas within which the writer is able to perform the tasks,
• the accuracy of the writing, and
• the length and organization of the written text the writer is capable of producing.

Who conducts and rates the Writing Proficiency Tests?
ACTFL trained and certified BWT/WPT raters are highly specialized language and/or writing professionals who have completed a rigorous training process that concludes with a demonstrated ability to consistently rate writing samples with a high degree of reliability. ACTFL Certified Raters uphold the highest professional and ethical standards in test rating. ACTFL Trainers continuously monitor the ratings of ACTFL Certified Raters as a part of the ongoing quality assurance program, and all raters participate in ongoing ACTFL sponsored re-norming and rater refresher activities.

How reliable is the Writing Proficiency Test?
WPT rating is consistently monitored and reviewed as part of LTI’s quality assurance program.

How do I request a Writing Test?
To schedule a Writing Test, your organization needs an account. Language Testing International will provide a free, internet based client site. Using this utility, the organization can request assessments, track those requests, confirm appointments and see results.

For the computer-based WPT, the test taker will need access to a secure computer. The Writing Tests can also be delivered in a paper-and-pen format.

Results of assessments are posted and stored on the client utility website, allowing organizations to track their testing activity easily in a single location.

How are the Writing Tests proctored?
WPTs must be proctored by an approved proctor, ideally a member of the HR department of the organization requesting the assessment. This individual, nominated by the organizing agency, will sign a form and provide it to LTI in advance of the assessment, undertaking to guarantee the identity of the candidate and the conditions under which the test is taken.

ACTFL Proficiency Guidelines 2012 – WRITING (www.actfl.org)

DISTINGUISHED

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is
significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages. Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader’s task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer’s first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not
accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

**INTERMEDIATE**

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

**Intermediate High**

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

**Intermediate Mid**

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

**Intermediate Low**

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

**NOVICE**

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

**Novice High**

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very
familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

**Novice Mid**
Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**Novice Low**
Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
11. DEPARTMENT OF FOREIGN LANGUAGES SCHOLARSHIPS AND AWARDS

These scholarships and awards specifically for foreign language students are listed in the Millersville University catalog. Check the catalog yourself as well (see "University Awards" in the "University Scholarships and Awards" section); as you may be eligible for other awards, for example as an excelling education major or other specialist. For more information on scholarships for freshman, please contact the admissions department. For all other scholarships or awards contact the Office of Financial Aid.

FOR ENTERING FRESHMEN:

- D. Luke and Elva W. Biemesderfer Scholarship for Merit in Foreign Languages. Awarded annually to a full-time freshman majoring in a foreign language on the basis of excellence in scholarship and leadership potential. Financial need may be taken into consideration but shall not be a major criterion. Awarded for the second semester of the freshman year is payable when the recipient pays full semester fees.
- Roy Lutz Winters Foreign Language Scholarship. Awarded to an incoming freshman foreign language major who has an outstanding high school record in foreign languages. The award is applicable to tuition, room, and board.
- Fred E. Oppenheimer Endowment. Awarded to a freshmen foreign language major based on academic excellence, dedication to foreign language study and financial need.

FOR SOPHOMORES:

- Sophomore of the Year Award. Given to a foreign language major based on academic excellence, dedication to foreign language study and significant service to a foreign language club and/or the department.

FOR UPPERCLASSMEN OR GRADUATING SENIORS:

- Louis and Margarete Koppel Awards in European History and German Literature. Given to two graduating seniors, one excelling in European history and the other excelling in German literature.
- Ralph J. Hyson Memorial Award. Awarded to the senior French major judged outstanding in French studies.
- Steven A. Walker Memorial Scholarship. Awarded to one or more junior or senior Spanish majors who have done excellent work in Spanish studies and contributed significantly to the Spanish Club.
- Irene P. Seadle German Section Award. Awarded to a senior German major who has done excellent work in German studies and contributed significant service to the German section.
- Xenophile-Theodore H. Rupp Foreign Language Award. Awarded to a graduating senior for excellence in foreign languages.
- Lina Ruiz y Ruiz Endowed Memorial Scholarship. Awarded to a junior student majoring in Spanish who, in the judgment of the professors of the Spanish section, has completed excellent work in the field of Spanish studies.
- Jacqueline Long Memorial Scholarship. Awarded to an upper class student who has demonstrated interest in the study of the French language, culture, history, or art and has a minimum 3.0 GPA with demonstrated financial need.
12. ACADEMIC HONESTY: What is it?

We know from past experience that by far the majority of our students try to do the right thing in presenting their work and taking their tests. However, just to keep clear in all our minds what the issues are in academic honesty and dishonesty, we reproduced the following from the Millersville University Undergraduate Catalog 2016-2017 edition, pg. 71-73:

Academic Honesty Policy
Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced.

Actions that violate the Academic Honesty Policy
The below lists are for illustration only. They should not be construed as restrictive or exhaustive enumeration of the various forms of conduct that constitute violation of the academic honesty policy.

Plagiarism
Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices. By placing his/her name on a scholarly product, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Plagiarism would thus include representing as one’s own any academic exercise (e.g. written work, computer program, sculpture, etc.) prepared totally or in part by another. An individual will avoid being charged with plagiarism if there is an acknowledgment of indebtedness whenever one:

1. quotes another person’s actual words;
2. uses another person’s ideas, opinions, or theories, even if they are completely paraphrased in one’s own words;
3. borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

These guidelines should be followed for all source types, including books, newspapers, pamphlets, journal articles, websites, and other online resources. The above lists are for illustration only. They should not be construed as restrictive or exhaustive enumeration of the various forms of conduct that constitute violations of the academic honesty policy.

Fabrication
Fabrication is the falsification of research or other findings. The below lists are for illustration only. They should not be construed as restrictive or exhaustive enumeration of the various forms of conduct that constitute violation of the academic honesty policy.

1. Citation of information not taken from the source indicated.
2. Listing in a bibliography sources not actually consulted.
3. Inventing data or other information for research or other academic projects.

Cheating
Cheating is the act or attempted act of deception by which an individual tries to misrepresent that he/she has mastered subject matter in an academic project or the attempt to gain an advantage by the use of illegal or illegitimate means. The below lists are for illustration only. They should not be construed as restrictive or exhaustive enumeration of the various forms of conduct that constitute violation of the academic honesty policy.
What can students do to protect themselves from being charged with violations of the academic Honesty policy?

1. Copying from another student’s test paper.
2. Allowing another student to copy from one’s test paper.
3. Using the course textbook, or other material such as a notebook, brought to class meetings but unauthorized for use during a test.
4. Collaborating during a test with another person by receiving or providing information without the permission of the instructor.
5. Using or possessing specifically prepared, unauthorized materials during a test (e.g., notes, formula lists, formulas programmed into calculators, notes written on the student’s clothing or person) that are unauthorized.

Academic misconduct

Academic misconduct is the violation of University policies by tampering with grades or participating in the distribution of any part of a test before its administration. The below lists are for illustration only. They should not be construed as restrictive or exhaustive enumeration of the various forms of conduct that constitute violation of the academic honesty policy.

1. Stealing, buying, or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test, including answers to an unadministered test.
3. Bribing, or attempting to bribe, any other person to obtain an unadministered test or any information about the test.
4. Buying, or otherwise acquiring, another’s course paper and submitting it as one’s own work, whether altered or not.
5. Entering a building, office, or computer for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
6. Changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test, on a “Change of Grade” form, or other official academic University record which relates to grades.
7. Entering a building, office, or computer for the purpose of obtaining an unadministered test.
8. Continuing to work on an examination or project after the specified allotted time has elapsed.
9. Taking a test or course for someone else or permitting someone else to take a test or course in one’s place.
10. Giving or taking unauthorized aid in a take home exam or paper.
11. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from your previously submitted class work.

What can students do to protect themselves from being charged with violations of the academic Honesty policy?

1) Prepare thoroughly for examinations and assignments; this also implies attending class on a regular basis.
2) Take the initiative to prevent other students from copying your exams or assignments (e.g. shield your answer sheet during examinations; don’t lend assignments to other students for them to copy and turn in).
3) Check your instructor’s course syllabus for a section dealing with academic honesty for that course and information on what style sheets or standards manuals to use, etc. If you can’t find such a section, ask the instructor about expectations in this area. Instructors should issue clear guidelines at the beginning of a course as to what constitutes dishonesty; ultimately, however, it is the student’s responsibility to clear any uncertainties ahead of time.
4) Don’t look in the direction of other student’s papers during examinations.
5) Use a recognized handbook for instruction on citing source materials in papers. Consult with individual instructors or academic departments when in doubt.
6) Make use of tutorial services, or other services that may be available, to assist in preparing papers and completing other course assignments properly.
7) Discourage dishonesty among other students.
8) Refuse to assist students who cheat.

Actions which may be taken for violation of the Academic Honesty Policy.

When a faculty member suspects that an act of academic dishonesty has occurred, he/she will meet with the student to:

1. discuss the alleged act;
2. hear any defense the student may have;
3. discuss any proposed academic sanctions;
4. inform the student of his/her right to appeal faculty imposed sanctions to the department chair and/or dean of the school

Academic sanctions that may be imposed by the faculty member include:

1. a verbal reprimand;
2. a written reprimand;
3. requiring the student to redo/resubmit the assignment, test, or project;
4. lowering the grade for the assignment, test, or project.

Academic sanctions that require a formal charge be filed with the Associate Provost for Academic Administration include:

1. any sanction in excess of lowering the grade for an assignment, test, or project;
2. failing the student for the course;
3. recommending temporary or permanent suspension from the academic major or University.

Faculty members are encouraged to submit a report for each violation of the Academic Honesty Policy to the Associate Provost for Academic Administration regardless of the academic sanction imposed or requested. If more than one (1) such report is filed for a student, even in the case of sanctions imposed only by the faculty member, then the Associate Provost for Academic Administration will meet with the student to discuss these occurrences and possibly impose additional academic sanctions.

Confidentiality

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, any information relating to an alleged violation of the University's Student Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

In addition to the university rules, the department of foreign languages has established the following rules about academic honesty:

Plagiarism: The information listed above applies also to texts that you translate from English into a foreign language. You must acknowledge the source of the information and include quotation marks if you translate the text (include "translation by the author, i.e. you, in parentheses following the quote).

Working with a Tutor: Composition assignments are to be completed by students without the assistance of tutors. You may ask a tutor for help with vocabulary choice or about specific grammar problems, but you may not use the tutor to write the composition for you, to proofread the composition for you, or to make revisions for you. Consult with your professor if you are unclear about the kind of assistance you may get from a tutor.

Using Automatic Translation tools: Unless an assignment specifically asks you to work with an automatic translation tool such as Google Translate or similar translation websites, using automatic translation is considered academic dishonesty and may lead to a failing grade for a particular assignment. Automatic translation tools are poor at translating anything but very simple sentences. A trained foreign language expert (including all of your
professors) can very easily spot the types of mistakes automatic translation tools make.

13. HONORS PROGRAMS

A. DEPARTMENTAL HONORS
From the Millersville University Governance and Policies (Reviewed: June 2007)

This program provides the opportunity for superior and highly motivated students to pursue a specialized area of interest intensively and independently. Upon successful completion of the program, students are recognized for their achievement at graduation with the designation of departmental honors on their diploma and university record. To be eligible for the program, students must have a cumulative QPA of at least 3.0 and the endorsement of the department.

The program generally consists of two to four semesters of supervised tutorial work, reading, self-instruction, creative inquiry, and research, which culminates in the production of a thesis or project. One to four credits may be earned for each of the departmental honors courses (see specific departments’ requirements). Grades in these courses are determined by the faculty supervisor and departmental committee.

Final theses or projects are examined by and orally defended before the departmental committee. Grades of B- or better must be earned on them. They are then presented to the Honors and Awards Committee for review. Titles of completed works are published in the commencement program.

PARTICULARS FOR DEPARTMENTAL HONORS IN FOREIGN LANGUAGES:

1. Eligibility: Students with overall 3.5 QPA, which must be maintained in the Honors Program, and a 3.75 average in the major.

2. Entrance Point: Students may request admission to the program, or be invited to apply, near the end of the sophomore year (in conjunction with Sophomore Evaluation).

3. Required Course Work: Two Foreign Languages honors courses (Independent Study/Supervised Tutorials — first semester HNRS 489, and second semester HNRS 499). The first stage is to be directed either to the content area or skills, which the student will address in the Project/Thesis; the operational phrases in the catalog are supervised tutorial, reading, self-instruction, creative inquiry and research.’ HNRS 499 would be an extension of this work.

4. Content of HNRS courses: A department committee consisting of a member of each section participating in the Honors Program will determine general criteria and guidelines. On this basis, each student’s Honors Program will be planned in consultation with the faculty advisor chosen by the student.

5. Options: The student may opt for Thesis or Project (depending on the topic chosen and the advisor’s approval) in the target language.

6. Completion: The Thesis or Project must be examined by the department Honors Committee and advisor and defended by the student before the committee. A written summary of the Thesis/Project is required for those committee members not familiar with the target language.
B. HONORS COURSES
From the Governance and Policies (Reviewed: June 2007):

Honors courses offer special academic challenges and opportunities for intellectual inquiry. These courses require a measure of independent reading, thinking, and questioning. Students are expected to assume a greater proportion of the responsibility for learning. Course requirements include activities to develop writing, research, and analytical skills.

Honors courses are open to students in the university honors college, students with a cumulative quality point average of at least 3.35, and other students with the permission of the instructor. A grade of B- or better must be earned to qualify for the honors designation on the student’s record.

Millersville University offers the university honors college to provide a challenging and enriching educational experience for highly talented and motivated students. Kindly refer to the separate policy statement for more specific information.

New opportunity for foreign language majors who are Honors College students (as of summer/fall 2009):
With the approval of the Honors College Director and the consent of the instructor teaching the course an Honors College student may enroll in up to two courses (maximum of 6 or 8 credits depending on the major) in their department major and earn Honors credit. Prior to registration the student must contract with the professor teaching the course for the additional work and level of engagement that will justify Honors credit, and that contract must be approved by the Honors College Director. Interested Foreign language majors should contact the professor teaching the course where they wish to earn Honors credits.

C. UNIVERSITY HONORS PROGRAM
This information is subject to change; please visit the Honor’s College website for the most current information.
http://www.millersville.edu/honorscollege/index.php

Condensed from the Governance Manual:
The University Honors Program has been created to provide challenging and enriching educational experiences for our most talented and motivated students. Designed to fulfill the University-wide general education requirements, the program is open to all undergraduate students in all majors. It provides honors students with a core of stimulating and demanding courses. These courses are intended to introduce honors students to the intellectual underpinnings of modern culture while developing their ability to think critically, to do independent research, and to write in a style, which is both lucid and analytical. The core requirements explore the evolution of the Western intellectual and literary traditions, mathematical theory and applications, and scientific methods in theory and practice.

These requirements include an honors composition course and an advanced writing experience in the form of a senior thesis. The core courses are intended to encourage a commitment to academic pursuits among our best students while providing them with a common intellectual bond. The core is augmented with a variety of honors general education electives from which the student may choose to complete the requirements of the program. The majority of these courses put emphasis upon research and writing.

Academic Requirements: Completion of the program requires that a minimum of 30 hours of honors credits be taken. All honors courses must be passed with grades of B- or better to receive honors credit.

Admission Requirements: Invitations to the program are extended to entering freshmen who have combined SAT scores of 1200 or above and are in the top 10 percent of their high school class. Other motivated, interested freshmen and currently enrolled students are encouraged to apply for admission to the Director of the University Honors College.

See the Governance and Policies webpage for complete details on the University Honors Program.
D. UNIVERSITY HONORS THESIS TIMETABLE

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Brainstorm thesis topic; check with Academic Advisor for Departmental Honors policies and requirements. Second semester: Attend an Honors Program Thesis Seminar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Year</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Share your thesis ideas with faculty members. Identify your thesis advisor.</td>
</tr>
<tr>
<td>November</td>
<td>Register for HNRS 489: Independent Study (1 s.h.). Use Request for Special Study Assignment form obtained from the department office.</td>
</tr>
<tr>
<td>March</td>
<td>Get Committee in place (3 or more members) — 1 Honors Committee member; 2 others as per Department requirements. Register for HRNS 499: Independent Study (2 s.h.). Use Request for Special Study Assignment form obtained from the department office.</td>
</tr>
<tr>
<td>May</td>
<td>Proposal defense</td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Complete research and first draft of thesis.</td>
</tr>
<tr>
<td>February</td>
<td>Complete revisions</td>
</tr>
<tr>
<td>March</td>
<td>Set up defense meeting.</td>
</tr>
<tr>
<td>April 15</td>
<td>Complete final copy; submit 2 copies with signature sheets to the Honors Program office.</td>
</tr>
</tbody>
</table>

For more information see The Road to an Honors Thesis webpage at https://www.millersville.edu/academics/honorscollege/thesis/checklist.php

14. CLUBS AND EXTRACURRICULAR ACTIVITIES

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<th>The French Circle</th>
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The French Circle’s main purpose is to promote the French language and culture. Meetings are held regularly. The officers and the advisor choose activities at the beginning of each semester. Schedules are given to all students in French classes and they are invited to participate. Activities include:
- conversation hours/games
- Facebook
- French dinners
- a cheese tasting
- trips to French plays and operas whenever possible
- trips to museums and French art exhibitions in Philadelphia, Washington, Baltimore and New York
- Fund-raising activities such as book sales and sale of crêpes for Mardi Gras.

Faculty Advisor: Professor Gaudry

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<tr>
<th>French Film Series</th>
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Each semester, usually during the second half of the semester, four films in French with English subtitles are presented to students. The films are chosen to present and reflect the diversity of cultures throughout the French-speaking world.

Faculty Advisor: Professor Moine

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<tr>
<th>German Club</th>
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All students interested in German language and culture are invited to participate in the activities of the German Club, including:
- conversation hours/games
- German dinners
- video/film presentations
career exploration
- trips to places significant for German culture

Advisor: Professor Nimmrichter

Spanish Club

The Spanish Club gives all students the opportunity to learn more about all things related to Spain and Latin America, as well as Hispanic culture in the United States. Meetings are held in English so that everyone can participate. Activities include:
- trips to New York, Washington, or Philadelphia to see museums, the Spanish National Ballet, theater productions in Spanish, Spanish or Latin American restaurants, and much more
- sponsoring artists or scholars in residence and Spanish dance classes
- community service such as visiting with Spanish speakers in nursing homes
- helping out in hospitals, tutoring
- meetings to chat in Spanish
- movies, playing games, cooking Spanish food and other programs in Spanish
- meeting international students and SOLA (Society on Latino Affairs) members

All are invited and all are welcome, whether you are taking Spanish courses or not, whether you speak Spanish well or not — as long as you are interested in "things Hispanic."

Faculty Advisor: Professor Valentín-Márquez

Phi Sigma Iota

Phi Sigma Iota is the International Foreign Language Honor Society. It has been active at Millersville since 1981 and invites members majoring or minoring in any language who have a QPA of 3.25 and a 3.5 average or higher in their language courses.

Faculty Advisor: TBA

The Foreign Languages Annual In-Service Conference

The Department presents an annual In-Service Conference on current issues in language teaching, new technologies, etc., which is attended by teachers from Lancaster County and surrounding areas. The Conference is held on a Saturday, in late September or early October, and students pursuing careers in language teaching are welcome and heartily encouraged to attend. The registration fee is waived for Millersville students.

For more information visit our website at this link: http://www.millersville.edu/folang/in-service/index.php

15. REPORTS FROM THE FIELD: Comments from students & graduates

JYA (Junior Year Abroad)-Students in Marburg
"This year has been a tremendous success for me. When I think that I almost talked myself out of coming last August, I could kick myself. I plan to finish my undergraduate degree and return here as soon as possible."

"I have become an intense environmentalist since I have been here and plan on importing that back home... It's been a super, irreplaceable program."

"This has been ... the best year of my life. I could go on and on about how much I learned and experienced. Thank you for an unforgettable opportunity. I would love to return to Germany."

"All in all it was a terrific year. Marburg is a beautiful city. I've made some great friends, and I'm pretty pleased with the progress of my German."
Study Abroad-Students in Spain

"My experience studying abroad in Burgos, Spain was one of the best in my life. The chance to live with a wonderful Spanish family, learn the culture, and make life-long friends is something I value every day. There is no way to measure how much I learned during my time there, both about Spanish and about myself. The only thing I would change about my study abroad experience would have been to stay even longer. It changed my life! I would definitely recommend this program to anyone considering study abroad."

“It (Studying Abroad) has made me realize how much I enjoy the Spanish language and has inspired me to give greater thought to ways I can incorporate that into my career in teaching.”

“I feel like I can do anything. I went and lived in another country and figured things out on my own for 5 months and survived and also learned a lot. This experience has made me understand Spanish a lot better and has encouraged and confirmed that teaching Spanish is what I want to do. It also made me realize how much bigger the world is and that people across the globe are doing the same things.”

“[It was rewarding] to be able to communicate with my host mother and the rest of the family. Also being able to visit another country and be able to communicate to the people in the country. I love to travel and this experience made me realize that I love it even more and would love to go back to Spain again.”

“Traveling and actually living in Spain were the most rewarding aspects. I learned a new language, culture, and city, and fell in love with them all. Living with a host family was also very rewarding, because now I have a second mom in a different country!”

“I have an enhanced appreciation for Spanish culture. I have been inspired to seek a Master’s degree in Spanish education as opposed to elementary education (my major) so that I can teach Spanish.”

“I absolutely loved every second that I was abroad in Spain. It was the most rewarding aspect of my life. I constantly try to convince people to go abroad because I know it will change their lives just like it changed mine. It was such a great experience that I am now interning in the Office of Global Education, the same office that helped me go abroad.”

“Professionally, my Spanish improved greatly after spending time living in Spain. You also have more of an awareness of other cultures and a better perspective of how culture shapes your way of thinking. Personally, it has impacted my hobbies. Additionally, since I came home from Spain I have always had at least one close friend in my life who is Hispanic and fluent in Spanish. Thus, you can continually speak the language and maintain and improve upon your language and cultural skills.”

Study Abroad-Students in Central and South American Countries

“I have become braver and more willing to speak to people. I had to learn how to socialize in a whole new way. In addition, I learned a lot about me what I like and don’t like; what I want and don’t want out of life. But I think the most rewarding aspects thus far has been my ability to apply what I learned in Chile to my studies and life here in Millersville. I use Spanish on a daily basis in my job. Also, I have a number of classes where we talk about different economic, cultural and geographic phenomena of Latin America and a smile creeps across my face every time because I am sitting there going “hey, I’ve been there, done that and saw it firsthand.”

“I learned a lot about myself and who I am as a person. What I can do and what I need to be happy. My horizons have been widened and I learned a lot about how other cultures work and how people are alike and different. I really think this has helped me as a teacher to see what new students are going through. I was also challenged and can understand what it’s like to struggle and I think this will really help me teach children. It was also really interesting to help teach English and see the reverse of what I was going through to learn Spanish.”

“I became more confident, becoming part of the culture. As form my living environment, I would said that my Chilean home was not extremely different form my real home. The biggest differences were really the family structure more than anything; I live with a host mom and older sister, whereas in my US home I live with my
parents and younger brother. [...] I really emphasize immersing yourself in the culture. Be very willing to explore. Step outside your comfort zone and you’ll grow a little more.

“My perspectives about foreign affairs, government, race, and culture have been changed, but maybe enlightened. It was great to see different perspectives of not only how the world views the US, but other countries as well. The experience has impacted my career direction. I added Spanish as a second major.”

“There was a point where I no longer felt like a foreigner, but rather a citizen and I established a life in Chile, not just a semester abroad.”

“After leaving the country, I decided to enroll in some more history classes to learn more about other countries and more about Latin America”

Study Abroad-Students in France

“After this experience, I feel a lot more informed about world events. I am more open-minded about things and believe strongly in standing up for what you believe. This will affect my study/career decisions as I hope to return to France to get my masters.”

“It was a pleasure for me to immerse myself in the daily life and linguistic traditions of another country. I adore France and the language, and my experience has reinforced my love. I am also pleased that I was able to expand my horizons by not traveling exclusively as a tourist. In terms of my career, I know that my French study will affect my plans to further my education at the graduate level.”

“I have definitely progressed in my French speaking and comprehension. My knowledge of other cultures has increased and I have learned a lot about world politics, geography, and history in the process”

“After studying abroad (and graduating), I decided to join the Peace Corps, where I taught English to French-speaking students in Cameroon. After that, I enrolled in graduate school and became a teacher. “When I went over, my goal was to become fluent and I had to force myself to travel independently at times in order to accomplish this goal. On the last day of my time, I was in Paris on my way to the airport and 3 French people thought I was French! What a great feeling!”

“Living in Paris was such a great and amazing experience. I would run through parks, take four hour walks through the city, and I loved having gyros in the Latin Quarter.”

“My semester abroad at l’Université de Caen in Normandy was life-changing. The insights I gained while in France were not merely linguistic. As I lived with a French family and visited the region, I gained a new understanding of French culture and history. The horrors of World War II and the D-Day stories I had heard in the past came to mean infinitely more to me when I stood on the Normandy beaches and imagined what it would have been like to live in a war-torn country. I now appreciate even more the need to work to prevent such tragedies and to establish peace. To sum up my study abroad experience, I must say that I have truly fallen in love with this country and look forward to returning. Having finished my BA degree in French at Millersville, I will be returning to France in the fall of 2006 to teach English in Bordeaux for nine months. My study abroad experience was crucial in giving me the confidence to pursue and reach this goal.”
16. HINTS FOR LANGUAGE STUDY

If you are majoring or minoring in a foreign language, you probably already know something about how to learn a language; even so you may be able to pick up a few pointers below. If you aren't very experienced with languages, you may find that you need different learning techniques from those that have worked well for you in other areas.

Learning a second language isn't difficult if you go about it the right way. But you must be willing to do some steady work for some time each day. We offer the following study hints to help you make this work as effective as possible. We'd like you eventually to be able to feel the real high that comes with the ability to use a second language well.

A language is based on a limited set of rules that are used to produce and understand all possible sentences of a particular language. These rules make up the grammar of the language. In the early stages, learning these rules is pretty much like typing — you repeat patterns enough that they become automatic. Your first language is a set of grammar rules, which you acquired and mostly mastered by about the age of six. Although you "know" these rules and use them all the time, you are not conscious of them, and without special training you would be hard-pressed to explain them to someone. As an adult and with the limited time of exposure in the college classroom, you can no longer acquire a language in the same way as children do, i.e. by just being exposed to people speaking the language and engaging in communication with them. In addition to this exposure, you need to use conscious adult learning techniques.

1. **YOU MUST LEARN TO LISTEN AND IMITATE.** Beginning students of a language are like children at this stage; in fact, it's worse, since their own first-language habits keep getting in the way. Audio and video materials are an excellent aid, but only if you really work with them rather than let them wash over the surface of your mind while you think about your plans for Saturday night. Interact with recorded materials; repeat, replay, and listen!

2. **YOU MUST MEMORIZE.** Whoever made "memorize" into a dirty word? Of course you have to memorize; you don't get to know the words and constructions you need by learning a couple of general principles. A great deal of repetition helps in this, but often you can think of little tricks to make a word or phrase stick in your mind. Take advantage of any means to repeat, rework, re-handle the material. Also, most people can't do a lot of memorizing at one time and remember it longer than an hour. Take it in small chunks.

3. **HOWEVER, YOU ALSO NEED TO THINK.** Because you are more mature than a child learning a first language, you have the advantage of being able to analyze the materials you are memorizing. You will discover (for example) the way your second language changes endings. You will start making your own observations and rules accordingly. This can speed up your learning process considerably.

4. **STUDY OUT LOUD.** You double your efficiency when you add auditory memory to visual memory. Your friends will think you're crazy when they see you mumbling to yourself. Ignore them.

5. **FOR SOME, LEARNING AND REMEMBERING VOCABULARY is a problem.** Don't just stare at a list of new words and decide that you know them when you can recognize them. Passive recognition isn't enough; you need to be able to produce them actively. So involve yourself actively and physically in learning them: make vocabulary cards — this is better for you than buying vocabulary cards because it forces you to make decisions about what words you don't know, and then to write them down. Or use a two-column page and write new words on the left and English equivalents on the right; you can then cover one side to test your knowledge of the other — and again, don't forget that you need to be able to go in both directions, English to foreign language and foreign language to English. If the subject is vocabulary for common objects in a room, make labels for the objects in your
room. Draw pictures and label them, or cut pictures out of magazines and label them. Practice writing vocabulary, especially if a new alphabet is involved as with Russian or Greek, or if accent marks are present as with French or Spanish; while you're doing it, pronounce them. Set up a study group so you can drill each other. Idioms may be difficult because they are groups of words that mean more than the sum of their parts. Handle them as you would single words — learn them as a unit.

6. For others, CONCEPTS OF GRAMMAR are the main difficulty, especially if their pre-college background included little or no study of English grammar. Working with your professor or a student tutor may help here; there are also self-help books such as Robert Fradkin's Stalking the Wild Verb Phrase (University Press of America, 1991), which is amusing as well as comprehensible or the series English Grammar for Students of... (French, Spanish, German, Italian, Latin, Russian), published by the Olivia and Hill Press. Ask if your instructor has any of these around, or check the Media Center Library.

7. While it is uncomfortable to really take in the lessons of returned written work that is awash in red ink, make use of such work: REWRITE CORRECTLY for your own study purposes. If you try to study for a quiz from a paper with many mistakes, you are visually reinforcing the wrong version while trying to remember the right version. This is counterproductive. The more you can read and say the right version, the better. Some find that redoing corrected work on the computer helps — and, incidentally, the ability to word-process in a foreign language looks good on a résumé.

8. This works well for some: DIVIDE YOUR MATERIALS INTO SMALL UNITS for memorization; then string them together. Divide your study time into units of fifteen minutes. Do something else for a while. Then go back to your language studies and do another fifteen minutes. Many recommend doing language study just before going to bed; then, when you're dressing in the morning, try to remember and repeat what you learned the night before.

9. MAKE FULL USE OF THE CLASS HOUR. The students who are sitting back and dreaming while someone else is being called on are very likely to be the unsuccessful ones; the successful student is mentally right there, producing silent responses.

10. No one likes to make public mistakes, but if you can bring yourself to believe that MISTAKES ARE USEFUL, that everyone makes them, that if you weren't making any mistakes you should be in a higher course, and that the teacher does not think you are an idiot when you make a mistake, only that there's some connection that you haven't yet made — you will be more relaxed and your absorptive powers will improve. And speak up in class; don't whisper answers down your shirtfront. You can't communicate if no one can hear you. Make your mistakes proudly!

11. On the other hand, if you are really lost and have no idea what is going on, this is the time to get help. Do so as soon as possible! Don't indulge in "magical thinking," that somehow you will study extra hard and ace the next quiz, everything will be fine, and your success will cancel out the awful grade you got on this quiz. If you aren't more or less in control of today's material, it's unrealistic to expect to master tomorrow's, which builds on today's material. TAKE ADVANTAGE OF ALL POSSIBILITIES. Talk to your instructor; get a student tutor [see Section 2 of this Handbook]; find out if the department has any computer drills for practice or any other resources for help. But DO SOMETHING. Don't stop going to class — this is usually the kiss of death, because then the problem just compounds itself. Instructors can usually understand if you're having a terrible week.

12. In a foreign language course, CRAMMING DOESN'T WORK. This is steady, day-by-day work. You can't
do it all the night before, any more than you could for a swimming test. Language learning is a cumulative process; you build on top of what you did the day before.

13. In preparing for a quiz or exam: it's surprising how often students forget to LOOK OVER THE SECTION BEING TESTED AND DEFINE THE MAIN POINTS FOR THEMSELVES. What are you supposed to be able to do after covering this material? Introduce yourself? Make a purchase in a store? Say what you'd like to have for dinner? Tell about some event in the past or future tense? Look at a chapter not as a haze of words, but as a set of practical survival problems in another culture.

Do you have problems in reading and understanding your second language? Here are some suggestions:

14. Students sometimes approach a sentence step by step ("Word #1 means X. Word #2 means Y. Word #3 means Z") and then find that the meaning they get out of it is ridiculous or otherwise impossible. READ THE SENTENCE MENTALLY AS A WHOLE, even if you don't understand all the words; this will give you a sense of the shape of the idea, and you may then be able to look up fewer words to arrive at the meaning.

15. GUESS INTELLIGENTLY as you are reading. If you are ever going to read quickly and for content, you need to learn to figure out from context what a word means. Some find this useful: when you really do have to look a word up, put a dot by it in your dictionary, or underline it. When you get three dots or under linings for that word, put it on a special list: it's frequent enough that it's worth extra effort to learn.

16. REPEATED READING IS USUALLY NECESSARY. If you are going to remember the meanings of words, you will probably have to read them more than once. Let's suppose you have six pages to read and on each page are ten words you don't know. If you read the six pages once and look up each of the 60 words, you will most likely not remember more than ten of them. Instead of that, look up only 30 and make intelligent guesses for the other 30. With the time you have saved, reread the six pages at least two more times, preferably at intervals of several hours. This way you may be able to remember as many as 25 out of the 30 words you looked up, and you will also have a pretty good idea of the meaning of the 30 which you did not look up. Don't look a word up in the dictionary until you have read the context in which it occurs and made some kind of guess.

17. DON'T WASTE TIME GETTING STUCK ON PASSAGES YOU DON'T UNDERSTAND. Go on reading. Sometimes the passage will clear up for you when you have read the whole thing, or when you put it down and try again in the morning. If you still can't guess the meaning, then mark the place in such a way that you will remember to ask about it in class. Don't keep silent out of a fear of seeming stupid; it's quite likely that if you have a problem, some other students do too.

18. If you have a composition assignment: DO NOT WRITE OUT WHAT YOU WANT TO SAY IN ENGLISH AND THEN TRANSLATE IT INTO YOUR SECOND LANGUAGE. You can handle much more complex ideas in English than in the other language, and attempts to reflect your English phrasing will lead to results that are clumsy, ludicrous, or incomprehensible. (Language teachers get some of their best laughs in grading these efforts.) It's hard, but try to stay mainly within the framework of what you know in your new language, looking up only a minimal number of new words — this also increases the chances that you will actually remember some of those new words. You're aiming for clarity and a reasonable level of correctness.

19. Do everything you can to live sanely, get enough sleep, come to class regularly and with all the right materials, and keep up with written assignments. Losing touch with the pace and content of the course will soon worsen the situation if you are already having problems.
17. JOB OPPORTUNITIES FOR LANGUAGE MAJORS

Visit [http://whatcanidowiththismajor.com/major/foreign-language/](http://whatcanidowiththismajor.com/major/foreign-language/), a website created by The University of Tennessee to learn about areas, employers, and information/strategies to prepare for specific jobs.

Special Tips for Students Interested in Careers Outside the Teaching Field

Language Interpreter/Translator
1. Exciting, but demanding field (high level of fluency required)
2. Most interpreters work on a freelance basis
3. You can find yourself working for social service agencies, courts, schools, businesses, hospitals, etc. (certifications are becoming more common for medical and court interpreters)
4. Challenges: cyclical work, lack of benefits
5. Skills and abilities of interpreters
   a. Memorizing information
   b. Clarifying the thoughts and ideas of others
   c. Understanding different dialects
   d. Possessing verbal and written communication skills
   e. Explaining and understanding other cultures

Most language majors combine their skill with another area of study. As population demographics continue to shift, employers will NEED more and more bilingual and bicultural employees. Opportunities exist for students who are fluent in a language as well as those who wish to combine a lesser level of foreign language proficiency with another area of skill and expertise. Decide the level of foreign language ability you will need to acquire for success in your potential career. Understand the importance of other skills you have acquired (cultural appreciation and awareness, geography, politics, history, advanced reading and writing skills, etc.).

Researching careers is a necessary process. See the website Whatcanidowithmymajor.com. Simply Google “Career Opportunities for Language Majors” to find more information on the subject.

Recommendations and Suggestions to be Prepared to Use Your Language Professionally

1) Maximize your time abroad! The more time you spend overseas, the better. While a full year studying abroad may not be possible for some, for the purposes of acquiring fluency in the language, it is preferable to one semester.
2) While abroad, do everything possible to enhance your language skills.
3) Participate in cultural exchanges and seek friendships with native speakers.
4) Practicing your language skills outside the classroom is MOST IMPORTANT.
5) Develop and/or maintain your language skills.
6) Read newspapers (La Voz Hispana, Al Día), magazines (Raíces de todo) and books iv. Foreign movies, TV (Univision), and radio (Radio Centro: 91.3 FM)
7) Volunteer your language skills to churches, community organizations, and programs that work with people who speak your target language
8) Job shadowing, part-time work, internships
9) Whatever path you take, DO NOT NEGLECT YOUR LANGUAGE SKILLS!
18. SOME FREQUENTLY ASKED QUESTIONS

- I'm majoring in language A. Can my language B courses be counted under General Education (G1) requirements?  
  Answer: No! Language A and Language B are in the same department and so are counted as courses in your major. As such they can't be part of your General Education credits.

- I'm planning to study abroad. What courses, required for the major, MUST I take at Millersville?  
  Answer: Those \( \checkmark \) for your major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>400-level literature</td>
<td>470 (or 409)</td>
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<tr>
<td>French</td>
<td>( \checkmark )</td>
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<tr>
<td>German</td>
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<td>Spanish</td>
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- Is it true that I must get a certain grade in 470 (or 409) (Linguistics)?  
  Answer: Yes — at least a B- (if you are a BSE major).

- I am a junior and my GPA is below 2.8. Can I register for the professional bloc and bring my GPA up to the required 3.0 during my senior year?  
  Answer: No, a GPA of 2.8 is required to get into the professional bloc, and a GPA of 3.0 is required for graduation.

- Can I take the professional bloc (FORL 480) in the spring semester?  
  Answer: No. The professional bloc for foreign language students is only offered in the fall semester.

- Can I do my student teaching in the fall?  
  Answer: Yes, but only if you do not participate in the Professional Development School Program.

- Can I attend the MU summer graduate program in order to finish on time?  
  Answer: Emphatically yes! Advanced undergraduates as well as graduates are welcome in the French, German, and Spanish Summer Graduate Institutes. There are certain grade requirements for admission, you will receive undergraduate rather than graduate credit, and the course numbers are different, but this is a good way to move faster towards graduation. Ask the directors (French: Dr. Gaudry, German: Dr. Nimmrichter, Spanish: Dr. Antolin) for further information. Summer School course information is available early in Spring semester and can be obtained in the department office.

- I am a BSE student, am planning to study abroad, and can't get into the math courses during my sophomore year. Can I wait until my senior year to take math?  
  Answer: No. Do not wait until your senior year. You will not be allowed to take the professional bloc unless you have completed both math courses. If you cannot get into the math courses because they are full, go to the math department office and fill out the required form to get on the waitlist for a course. Make sure you explain the reason why you need the course (BSE requirement, study abroad). The math department will make sure that you get a seat in the course but you must be patient. It may take until the first week of classes.

- I am taking GERM 101/FREN 101 in the spring term. When can I take 102?  
  Answer: French and German 102 are only offered in the spring term. You will have to wait until the following Spring to take 102. If you can’t wait, look for online opportunities at another institution or courses offered at Franklin and Marshall College.

- I am a foreign language major BA. I fulfilled all requirements but I can’t graduate yet, why not?  
  Answer: You need 120 credits in order to graduate. Think of what you want to do after you graduate and select electives that will help you towards those goals.

- As a BSE student, I need to take the Oral Proficiency Interview and reach the Advanced Low level. What happens if I don’t?  
  Answer: Unfortunately, you will not be able to graduate until you do so. Several options will be offered to you from studying abroad to getting involved in complete immersion programs. If all fails, you may want to consider changing your degree from a BSE to a BA. Please make an appointment with the chair of the Foreign Language department to review choices.

- In order to complete my course requirements, I have to take two summer classes; does that mean I won’t be able to graduate until December?  
  Answer: Not at all! You will be able to walk with your classmates in May but you will not receive your diploma until you complete your course work…successfully!