

*We have taken this opportunity to relook closely at our previous assessment plan. As a result, we have redesigned the learning objectives and expanded some of the assessment tools we are now using. Much of our previous plan relied solely on student feedback and perceptions. We believe this is important, but the new plan adds some more direct measures. The data we report in other sections is based on the old information we have been collecting. New data will be gathered starting with the 2016-2017 academic year.

Master of Second Language Teaching Program Assessment Plan

The assessment plan for the Master of Second Language Teaching program is focused on the skills and knowledge that effective foreign/second language teachers demonstrate in their presentations and writings for course assignments and/or their capstone project (i.e., the MSLT Portfolio). The assessment plan covers all areas included in the Learning Objectives (see below). Whether a student's course writings and/or Portfolio demonstrate each objective is determined at various points and tracked on a matrix in the student's Box file via the follow procedures. The matrix contains the learning objectives as well as boxes for marking whether the student's work is *not meeting*, *meeting*, or *exceeding* the objective. At the end of each semester, the student's matrix is updated by each LING professor in whose course the student enrolled. At the end of the program, the student's matrix is updated by each member of the student's supervisory committee. One of the co-directors of the program reminds faculty and committee members to keep up with these assessments.

1. At the end of each graduate LING course, the instructor of record will mark on the assessment matrix the extent to which the student's work in that course exhibits each of the five learning objectives, and what evidence was used to determine this (e.g., term paper, class presentation, teaching demonstration, annotated bibliography, exam, other).
2. After the committee members have reviewed the MSLT Portfolio, before the oral examination, the committee members will mark on the assessment matrix to what extent the Portfolio shows evidence of each of the five learning objectives.

All MSLT students will be expected to accomplish each objective by the time they complete the degree.

The MSLT faculty committee will meet at the end of each academic year to discuss students' progress on the various learning objectives, course offerings and program objectives, and to collaborate in implementing changes as needed.

Students who complete the MSLT degree successfully will be able to:

1. Articulate their understanding of language learning by children, adolescents, or adults, depending on the age group they intend to teach after completing the degree.
2. Describe several approaches to foreign language (FL) and second language (L2) teaching and discuss their relative merits.
3. Explain the importance of the standards and criteria for proficiency set by professional organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of State Supervisors for Languages (NCSSFL), and the Teachers of English to Speakers of Other Languages (TESOL).
4. Demonstrate awareness of the role of culture in FL/L2 teaching and learning.

5. Demonstrate knowledge of current literature regarding the use of technology/digital tools in FL/L2 learning and teaching.