How to Quit Non-Enabling

Final Learning Objectives Cold Turkey

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Base learning outcomes in all lower-division language courses on enabling ACTFL statements

What is proposed
• Public university mission
• Responsibility toward the students
• Enrollment payoffs
• Payoffs in sharing solutions
• Groundwork for expanding language offerings

Why are we doing this
Timeline

- **November 2018** — Proposal accepted and the work on revising the syllabi commences,
- **Spring semester 2019** — ACTFL Familiarization workshop
- **August 2019** — Classes with the new syllabus start
- **Early Fall 2019** — ACTFL Certification workshops
- **AY 2019-2020 and 2020-2021** — Internal assessment and evaluation of the classes is conducted and learning objectives are calibrated accordingly
- **In the same period** alliances with other universities are built to trade assessment services and courses via envisaged World Languages Hub
- **May 2021** — First external assessment of a sample of students from select lower-division classes is conducted (there are already 10 certified OPI testers)
- **August 2021** — The World Languages Hub launches, with an eye toward offering online courses to other universities and use their courses in languages we do not teach.
Full agency of the instructors
Full respect for academic autonomy
Involvement of all stakeholders in decision-making

What are the principles behind the initiative
2. Course description

[Provide a succinct general description of your course and its prerequisites]

3. Learning outcomes

Learning outcomes are based on ACTFL proficiency standards, see https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012 for more information.

[Use language provided in a separate file to insert learning outcomes based on the ACTFL proficiency level that you feel comfortable with. It is expected that there is at least one sublevel increase in at least two skills, with other skills either being at the same level or lagging behind not more than one sublevel]

*Interpersonal communication:* [Insert the outcomes for interpersonal communication]

*Presentative speaking:* [Insert the outcomes for presentative speaking]

*Interpretative reading:* [Insert the outcomes for interpretative reading]

*Interpretative listening:* [Insert the outcomes for interpretative listening]

*Presentative Writing:* [Insert the outcomes for writing]

*Intercultural communication:* [Insert the outcomes for intercultural communication]
Look at the ACTFL can-do statements and other materials

Determine manageable learning outcomes and their assessment

Backward-design the syllabus to meet these learning outcomes

What is expected from the lecturers
LDC I: French, Italian, Portuguese, Romanian, Spanish
LDC II: German, Greek, Indonesian
LDC III: Hebrew, Polish, Russian, Serbo-Croatian, Vietnamese
LDC IV: Arabic, Chinese, Japanese, Korean
<table>
<thead>
<tr>
<th>Length of Training</th>
<th>Minimal Aptitude</th>
<th>Average Aptitude</th>
<th>Superior Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>240 hours</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>480 hours</td>
<td>Intermediate High</td>
<td>Advanced Low</td>
<td>Advanced Mid</td>
</tr>
<tr>
<td>720 hours</td>
<td>Advanced Mid</td>
<td>Advanced High</td>
<td>Superior</td>
</tr>
<tr>
<td>480 hours</td>
<td>Intermediate Low</td>
<td>Intermediate Mid/High</td>
<td>Intermediate High</td>
</tr>
<tr>
<td>720 hours</td>
<td>Intermediate High</td>
<td>Advanced Low/Mid</td>
<td>Advanced Mid/High</td>
</tr>
<tr>
<td>1320 hours</td>
<td>Advanced Mid/High</td>
<td>Intermediate High</td>
<td>Superior</td>
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<tr>
<td>480 hours</td>
<td>Novice High</td>
<td>Intermediate Low/Mid</td>
<td>Intermediate Mid/High</td>
</tr>
<tr>
<td>720 hours</td>
<td>Intermediate High</td>
<td>Advanced Low</td>
<td>Advanced Mid/High</td>
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<tr>
<td>1320 hours</td>
<td>Advanced Mid</td>
<td>Advanced High</td>
<td>Superior</td>
</tr>
<tr>
<td>2400-2760 hours</td>
<td>Advanced High</td>
<td>Superior</td>
<td>Superior</td>
</tr>
</tbody>
</table>

Source: [https://www.languagetesting.com/how-long-does-it-take](https://www.languagetesting.com/how-long-does-it-take)
• On-site, on-line, hybrid
• Aptitude levels
• Class size
• Creating a pool of certified testers
• World Languages Hub
• Decentralized standardization of upper-division language courses