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Program Mission and Objectives

Statement of Program Mission

The study of languages is central to a liberal arts education. Language in all its manifestations is a dynamic medium that uniquely expresses the complexity of the human spirit and the universality of the human condition. The study of a language other than one’s own enhances appreciation for our existential commonality and diversity by opening windows to another culture. The curriculum in World Languages at Baker University emphasizes meaningful communication to prepare students for life in multicultural communities and for career options in diverse fields. The department strongly encourages study abroad for the unparalleled opportunities this experience offers to improve language ability, cultural knowledge, and self-understanding.

Program Objectives and Goals for World Language Majors

World language majors who graduate from Baker University should be able to:

1. Speak and understand the target language in paragraph-length discourse fluently and accurately enough to be understood by native speakers of diverse backgrounds and in a variety of situations.

2. Express their ideas in writing in the target language clearly and with sufficient accuracy to be understood by native speakers.

3. Research using a variety of material in the target language so as to solve problems and to further their own education.

4. Describe important aspects of the history, literature, values and practices of the target culture(s).
CURRENT FACULTY

Dr. Cynthia Appl
Professor of German, Department Chair. B.A. and M.A. University of Kansas, Ph.D. University of Pennsylvania. Expertise: eighteenth- and twentieth-century German literature, second-language pedagogy. Author of *Heinrich Schirmbeck: A Post-War German Author’s Approach to Science and Literature*. Recipient of the Distinguished Faculty Award and the Kopke Award for Outstanding Teaching at Baker in 2008.

Dr. Erin Joyce

On sabbatical for the 2014-15 academic year

Dr. Sandra J. Schumm

Dr. Mirna Cabrera
Adjunct Spanish Professor of Spanish, B.MUS. Loma Linda University, M.M. and D.M.A. University of Kansas. Expertise: children's folk music from her native Cuba; co-author of Spanish-Music children’s CD/Book publication *A la rueda, rueda.*

Dr. David Lisenby
Visiting Assistant Professor of Spanish, B.S. Vanderbilt University, M.A. and Ph.D. University of Kansas. Expertise: Latin American literature, theatre, and film; Cuban studies; Spanish language and composition.

RETIRED FACULTY

Pablo La Rosa
Opportunities for Students

Study Abroad and Travel Interterms

Spending time abroad is not only one of the best ways to build your language and cultural skills but, also, it is a life-changing experience. All World Language majors are required to complete a study abroad experience in their language (for details, see p. 8). Those minoring in World Languages or taking classes in the department are encouraged to study abroad as well. Talk to your professors early in your language studies to start planning your study abroad experience.

In January, Interterm courses are offered on a regular basis that pertain to world languages and cultures. Recently, professors have accompanied students to Peru and Spain. Interterm courses are offered regularly on campus as well, which allow you to “get your feet wet” in new languages, such as Italian, Arabic, and Hebrew. Consult the list of Interterm offerings when it comes out in the fall.

Tutoring

Free tutoring is available to World Language students of all levels. Contact Kathy Wilson, Academic Support Assistant, at ext. 8352, Kathy.wilson@bakerU.edu or come to the Student Academic Success Office, Library Room 120, if you would like to take advantage of tutoring. Advanced-level students might want to consider serving as tutors for the students in the beginning and intermediate levels.

The Vision

The Vision is Baker’s student-run, multilingual newsletter. It is published regularly throughout the semester and includes articles in French, German, Spanish, and other languages along with English translations. Any member of the campus community is welcome to submit articles to The Vision. For more information, please contact this year’s editor Ulrich Johanning at ulrichdjohnning@stu.bakeru.edu.

Language Tables

The language tables meet weekly in the cafeteria (except Spanish Table) during the regular academic year when classes are in session. Students and community members of all levels of language ability are welcome. Come and practice your language skills or just listen and pick up some new expressions!

| Language Table Times:  |  
|-----------------------|--------------------------------------------------|
| French:               | Tuesdays at 11:45                               |
| German:               | Thursdays at 11:45                              |
| Spanish:              | New Time and Location see below                |

<table>
<thead>
<tr>
<th>Mondays</th>
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<tbody>
<tr>
<td>9/8</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
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<tr>
<td>9/15</td>
<td>5:00-5:45 p.m. (cafe)</td>
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<tr>
<td>9/22</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
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<tr>
<td>9/29</td>
<td>5:00-5:45 p.m. (cafe)</td>
</tr>
<tr>
<td>10/6</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
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<tr>
<td>10/13</td>
<td>5:00-5:45 p.m. (cafe)</td>
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<tr>
<td>10/20</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
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<tr>
<td>10/27</td>
<td>5:00-5:45 p.m. (cafe)</td>
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<tr>
<td>11/3</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
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<tr>
<td>11/10</td>
<td>5:00-5:45 p.m. (cafe)</td>
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<tr>
<td>11/17</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
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<tr>
<td>11/24</td>
<td>5:00-5:45 p.m. (cafe)</td>
</tr>
<tr>
<td>12/1</td>
<td>2:30-3:15 p.m. (meeting room by Starbucks)</td>
</tr>
</tbody>
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International Film Series

Free showings of critically-acclaimed, foreign language films are shown throughout the semester in a variety of languages. Check your Baker e-mail for announcements of these films.

Alpha Mu Gamma

Alpha Mu Gamma is the national collegiate foreign language honorary society. Applications are distributed during the spring semester and can be obtained through your professor or in the Language and Literature department office. Alpha Mu Gamma has as its primary purpose the honoring of students for outstanding achievement early in their college foreign language studies. However, students may be admitted at any stage of their college careers. Upon initiation, a member receives a parchment certificate of membership and may wear the scroll-shaped gold pin or key. To be eligible, applicants must have a 3.0 Overall Grade Point Average and have earned 2 A's in past or current world language, college-level courses. For more information, contact Dr. Cynthia Appling, Faculty Sponsor of the Iota Zeta Chapter of Alpha Mu Gamma.

Sigma Delta Pi

Sigma Delta Pi is the national collegiate Hispanic honorary society. This society honors students who have excelled in the study of the Spanish language and Spanish-speaking cultures and Hispanic literature. To qualify, students must have completed three years of study of college-level Spanish (eighteen semester credit hours) or the equivalent thereof, including at least three semester hours of a course in Hispanic literature or Hispanic culture and civilization at the junior (third-year) level. Applicants must have a minimal grade point average of 3.0 in all Spanish courses taken and must rank in the upper 35% of his/her class—sophomore, junior, or senior—and must have completed at least three semesters or five quarters of college work. New initiates to Sigma Delta Pi are honored at a ceremony each year and receive certificates and red carnations. For more information, contact Dr. David Lisenby, Acting Faculty Sponsor of Baker’s chapter of Sigma Delta Pi.

Language Clubs

The French and Spanish Clubs offer students yet another way to interact with their fellow language students, speak the language outside of class, and participate in social activities that are related to their language and cultures of study. Past events include the French Club crêpe sale, movie nights, and dinner at faculty members’ houses. Spanish Club has gathered at Hispanic restaurants and concerts of Flamenco music and has prepared dishes from Hispanic countries, such as paella, empanadas, tapas, and leche quemada. Your professor can give you more information on the language clubs.
International Education Week

Each year in November, groups such as the language clubs, honorary societies and diversity groups work together to celebrate internationalism in education. The Global Awareness Fair is the main event, but you can enjoy special meals in the cafeteria, shop at the Phi Beta Delta People-to-People sale, and view interesting class projects.

National Foreign Language Week

Every year Alpha Mu Gamma, National Foreign Language Honor Society, celebrates NFLW during the first full week of March. Baker University’s Iota Zeta Chapter of Alpha Mu Gamma organizes activities during the week with the purpose of making students aware of the vital necessity for foreign language study. For more information, please contact Hannah Geenens, Alpha Mu Gamma president at hannahtgeenens@stu.bakeru.edu.
Curriculum

In World Language courses, students develop the ability to communicate in a second language, develop the skills necessary for effective cross-cultural communication, and gain new cultural perspectives. The curricular requirements in World Languages reflect many of the desired student learning outcomes of Baker’s College of Arts and Sciences. Students enrich their foundational knowledge in the liberal arts by learning cultural and historical information about other countries. They enhance their communication skills through continual speaking, listening, writing and reading practice in the second language. Moreover, study of a second language prepares students to participate in the global community.

Required Study Abroad Experience

Majors in World Languages must complete an approved experience abroad of at least three weeks, but preferably a semester. Some students may choose to study abroad for a year. No more than twelve hours from a study abroad program may be counted toward a major in a World Language. In addition, one course numbered 300 or above must be taken in residence after completion of the study abroad program. In the event that a student decides to major in two world languages, only one study abroad experience is required. However, double majors are certainly encouraged to do multiple study abroad experiences.

In order to encourage students to improve fluency through study abroad, the department maintains institutional associate sponsorship in the Central College consortium and with Butler University. Programs are available throughout Europe and Mexico and in the Council for International Educational Exchange programs abroad. Many other study abroad options are also available.

Senior Project

World Language majors will complete a Senior Project during their last upper level course at Baker University. This project is a research paper and presentation completed under the direction of the professor in any French or German course numbered 300 or above, with the exception of FR/GN306 Conversation in Cultural Context, or any Spanish course 400 or above. Language majors are encouraged to speak to the appropriate faculty members once they decide to major in a language in order to begin planning for the Senior Project.

Required Assessment Testing for seniors

World Language majors are required to take several tests during their last semester of coursework. (See information on page 13 and 14.)
Teacher Certification
Students who wish to be certified to teach a modern foreign language at the secondary level should consult the Baker University Teacher Education Policy and Programs Handbook, available to all teacher education candidates from the Education Department at Baker University. Students seeking certification should work closely with advisors from both the Department of Language and Literature and the Education Department in order to satisfy all requirements. These students are required to take the PRAXIS test. (See information on page 14).

MAJOR IN FRENCH
Students majoring in French earn the Bachelor of Arts degree. Students majoring in French must complete an approved study abroad program. Students who wish to earn a major in French must successfully complete a minimum of 27 semester hours at the 204-level or above (at least fifteen hours must be upper-college). Students who are placed into the 300 level or above must complete 24 semester hours at the 300-level or above.

Courses must include:
- FR 305 French Composition in Cultural Context
- FR 306 French Conversation in Cultural Context
- FR 340 French Civilization and Culture or FR 350 Contemporary France
- FR 360 Introduction to French Literature
- Twelve additional semester hours in French
- An approved Study Abroad experience
- One upper level course in which the Senior Project is completed
- Note: an internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in French.

SUPPORTING COURSEWORK
Students majoring in French must also successfully complete a twelve-hour minor area of concentration in a discipline of the student’s choice. A second world language at the 204-level or above is suggested.

MINOR IN FRENCH
Students wishing to obtain a minor in French must successfully complete a minimum of twelve semester hours in French at the 204-level or above. At least three of the semester hours must be at the upper-college level.
MAJOR IN GERMAN

Students majoring in German earn the Bachelor of Arts degree.
Students majoring in German must complete an approved study abroad program.
Students who wish to earn a major in German must successfully complete a minimum of 27 semester hours at the 204-level or above (at least fifteen hours must be upper-college). Students who are placed into the 300 level or above must complete 24 semester hours at the 300-level or above.

Courses must include:
- GN 305 German Composition in Cultural Context
- GN 306 German Conversation in Cultural Context
- GN 340 German Civilization and Culture OR
  - GN 350 Contemporary German Culture
- GN 360 Introduction to German Literature
- Twelve additional semester hours in German
- An approved Study Abroad experience
- One upper level course in which the Senior Project is completed

Note: an internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in German.

SUPPORTING COURSEWORK

Students majoring in German must also successfully complete a twelve-hour minor area of concentration in a discipline of the student’s choice. A second world language at the 204-level or above is suggested.

MINOR IN GERMAN

Students wishing to obtain a minor in German must successfully complete a minimum of twelve semester hours in German at the 204-level or above. At least three of the semester hours must be at the upper-college level.
MAJOR IN SPANISH
Students majoring in Spanish earn the Bachelor of Arts degree.
Students majoring in Spanish must complete an approved study abroad program.
Students who wish to earn a major in Spanish must successfully complete a minimum of 27 semester hours at the 204-level or above (at least fifteen hours must be upper-college). Students who are placed into the 300 level or above must complete 24 semester hours at the 300-level or above.

Courses must include:
- SP 305 Spanish Composition in Cultural Context
- SP 306 Spanish Conversation in Cultural Context
- SP 343 Civilization and Culture of Spain OR SP 344 Civilization and Culture of Latin America
- SP 360 Introduction to Hispanic Literature
- Twelve additional semester hours in Spanish
- An approved Study Abroad experience
- One 400-level course in which the Senior Project is completed

Note: an internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in Spanish.

SUPPORTING COURSEWORK
Students majoring in Spanish must also successfully complete a twelve-hour minor area of concentration in a discipline of the student's choice. A second world language at the 204-level or above is suggested.

MINOR IN SPANISH
Students wishing to obtain a minor in Spanish must successfully complete a minimum of twelve semester hours in Spanish at the 204-level or above. At least three of the semester hours must be at the upper-college level.

Catalog Year 2014
SUGGESTED TIMELINE FOR WORLD LANGUAGE MAJORS

First and Second Years:

- Students planning to take their first WL course in the department: take the placement exam to determine the appropriate level at which to begin your language study at Baker.

- Declare yourself a WL major as soon as possible (see form in Appendices). A second major is advised, along with the language major.

- Request an academic advisor in your language. Your advisor will help in mapping out a four-year course plan.

- Read this handbook, as well as all information pertinent to the WL major in the university catalog.

- Plan your study abroad experience with the help of your advisor, your professors, and the Office of Student Academic Support.

- Research possibilities for internships or service learning opportunities in which you might utilize your language skills. Contact your professors or Career Services for guidance.

Third and Fourth Years:

- Request a degree audit from the Office of Records and Registration during both years, to make sure that you are on-track with all of your coursework in the major and for general education.

- Complete your study abroad experience (can be completed earlier than the third or fourth year).

- Research career and/or graduate school plans that relate to your language skills.

- Research possibilities for internships or service learning opportunities in which you might utilize your language skills.

- Plan and complete your senior project.

- Complete all departmental assessments.

- Declare your intent to graduate during the appropriate semester.
Assessment Practices

In order to track the department’s progress in reaching our program objectives (see p. 3), students are asked to complete a series of assessments throughout their course of study in world languages. The scores received on these assessments are not equivalent to course grades, nor is receiving a minimum score on these assessments necessarily required for graduation. The scores achieved on these assessments are compiled by department faculty and used to analyze the effectiveness of the program. The following measures are used to assess program effectiveness by the department:

FOR ENTERING LANGUAGE STUDENTS:
Language Placement Test
The language placement test is not used for departmental outcomes evaluation, but to place incoming students into the appropriate language course level. The placement test can be taken by appointment with the departmental assistant.

FOR ALL LANGUAGE STUDENTS:
CARLA CoRA Tests
Devised by the Center for Advanced Research on Language Acquisition, these tests measure student progress in reading and in listening. Students are asked to take these tests (50 minutes each) at the end of the intermediate language sequence.

The ACTFL Guidelines
Published by the American Council on the Teaching of Foreign Languages (ACTFL), these guidelines measure proficiency in speaking and writing in a world language. During course oral exams with their instructors or interviews conducted by a professional from outside of the department, students are rated according to this scale to determine the level of proficiency they have achieved through their coursework at the beginning, intermediate, and advanced levels. The guidelines are included at the end of this section (see p. 15). It is our expectation that World Language majors perform at the Advanced level or higher upon graduation.

FOR GRADUATING MAJORS IN LANGUAGE:
The Senior Project Rubric
All language majors must complete a senior project during their last semester of advanced WL study (this project must be completed in a course other than WL306). The rubric is used to measure student progress in all four departmental goals, and the scores are then analyzed to determine how well the department is achieving its goals. The rubric is included at the end of this section (see p. 20).

FOR SENIOR GERMAN MAJORS ONLY:
Senior German Majors are required to take the CARLA CoLA assessment test before their graduation (or in their last semester of advanced language coursework).
The Versant Oral Proficiency Test

All French and Spanish majors must complete an oral proficiency test administered over the telephone in the Language and Literature Department at the end of their courses for the major. This reliable, automated test is highly correlated with OPI and other human scored tests of oral proficiency. The Versant test measures sentence mastery, vocabulary, fluency, pronunciation, and the overall ability to understand spoken Spanish or French and speak it at a conversational pace. This test should also be available for German majors in the near future. For more information on the Spanish Versant test go to www.versanttest.com and click on “experience a test”.

The PRAXIS Test

Secondary Education majors in world languages must pass the PRAXIS test in their language area in order to gain teacher certification. The Department of Education will notify you when you need to take this test. In order to learn more about the test and access study guides and sample questions, Google “PRAXIS Test.”
ACTFL guidelines: Speaking-Novice

General Description

The Novice level is characterized by the ability to communicate minimally with learned material.

Novice-Low

0-
Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

ACTFL guidelines: Speaking-Intermediate

General Description

The Intermediate level is characterized by the speaker's ability to:

• create with the language by combining and recombining learned elements; initiate, minimally sustain, and close in a simple way basic communicative tasks
• ask and answer questions.

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the
speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

ACTFL guidelines: Speaking-Advanced

General Description

The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events
- satisfy the requirements of school and work situations, and
- narrate and describe with paragraph-length connected discourse.

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced Plus

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech, but under the demands of Superior-level complex tasks, language may break down or prove inadequate.
ACTFL guidelines: Speaking-Superior

Distinguishing characteristics

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics
- support opinions and hypothesize using native-like discourse strategies.

Description

3-5

4 = near-native proficiency

5 = educated, native speaker

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.
ACTFL guidelines: Writing-Novice

Novice-Low
N/A

Novice-Mid
Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice-High
Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

ACTFL guidelines: Writing--Intermediate

Intermediate-Low
Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics.

Intermediate-Mid
Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently. Evidence of control of the syntax of non-complex sentences and basic declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

Intermediate-High
Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.
ACTFL guidelines: Writing-Advanced

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

Advanced Plus

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

ACTFL guidelines: Writing-Superior

Description

Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Both sets of guidelines were obtained from the ACTFL website, accessed 4/2/08, http://www.actfl.org/i4a/pages/index.cfm?pageid=1
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<thead>
<tr>
<th>World Language Senior Project Evaluation Rubric</th>
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<tr>
<td><strong>Student Name:</strong></td>
</tr>
<tr>
<td><strong>The project demonstrates:</strong></td>
</tr>
<tr>
<td><strong>W. L. goal #1</strong></td>
</tr>
<tr>
<td>Speak and understand the target language in paragraph-length discourse fluently and accurately enough to be understood by native speakers of diverse backgrounds and in a variety of situations.</td>
</tr>
<tr>
<td>*Very few grammatical errors.</td>
</tr>
<tr>
<td>*Correctly understands questions in target language.</td>
</tr>
<tr>
<td>*Responds very well to questions in target language.</td>
</tr>
<tr>
<td><strong>W. L. goal #2</strong></td>
</tr>
<tr>
<td>Express their ideas in writing in the target language clearly and with sufficient accuracy to be understood by native speakers.</td>
</tr>
<tr>
<td>*Vocabulary is complex and not repetitive.</td>
</tr>
<tr>
<td>*Ideas are clearly understandable.</td>
</tr>
<tr>
<td>*English influence is not apparent.</td>
</tr>
<tr>
<td><strong>W. L. goal #3</strong></td>
</tr>
<tr>
<td>Research using a variety of material in the target language so as to solve problems and to further their own education.</td>
</tr>
<tr>
<td>*It is apparent that the student has done sufficient research in the target language.</td>
</tr>
<tr>
<td>*Student has not omitted obvious sources important to the specific project.</td>
</tr>
<tr>
<td><strong>W. L. goal #4</strong></td>
</tr>
<tr>
<td>Describe important aspects of the history, literature, values and practices of the target culture(s).</td>
</tr>
<tr>
<td>*Demonstrates in-depth knowledge of subject.</td>
</tr>
<tr>
<td>*Thesis well-established.</td>
</tr>
<tr>
<td>*Ideas are well-supported.</td>
</tr>
<tr>
<td>*Completed paper is at least 15 pages long.</td>
</tr>
</tbody>
</table>
Post-Graduate Planning

Career Services is a great place to get information on careers and graduate programs in world languages. They offer individual career counseling as well as the following online and in-house resources:

- "What Can I Do With This Major?"
  (http://www.bakeru.edu/cdc/whatcanidowiththismajor/majors/default.html)

- “Study and Work Abroad Information"
  (http://www.bakeru.edu/images/pdf/CDC/workingabroad.pdf)

- Grad School Information
  (http://www.bakeru.edu/cdc2/career-education/grad-school-information)

- Books such as:
  - The Big Guide to Living and Working Overseas by Jean-Marc Hachey
  - The Vault Career Guide to International Careers by Sally Christie et al.
  - Careers in Foreign Languages by Blythe Camenson

Visit the Career Services website, www.bakerU.edu/CareerServices and visit their offices (Harter Union, 2nd Floor) to schedule your individual appointment. The Career Services office is open weekdays 8 am – 4:30 pm.

Susan Wade, Director (susan.wade@bakerU.edu 785-594-8435)
# FOREIGN LANGUAGE
## What can I do with this major?

### AREAS

**GOVERNMENT**
- Translation/Interpretation
- Language Analysis
- Linguistics
- Diplomacy
- Civil Service
- Foreign Service
- Immigration/Naturalization
- Customs
- Intelligence
- Security and Protection
- Law Enforcement
- Journalism/Broadcasting

**INDUSTRY AND COMMERCE**
- Translation/Interpretation
- Banking/Finance
- Sales
- Customer Services
- Manufacturing
- Logistics and Transportation/Supply Chain Mgmt.
- Engineering/Technical
- Computer and Software Services
- Research

### EMPLOYERS

Federal government organizations including:
- Overseas aid agencies
- Intelligence and law enforcement agencies:
  - Federal Bureau of Investigation
  - Central Intelligence Agency
  - Drug Enforcement Administration
  - Department of State
- Homeland Security including:
  - US Customs and Border Patrol
  - US Citizenship and Immigration Services
- Department of Defense including:
  - US Armed Forces
  - National Guard
  - National Security Agency
- Department of Commerce
- Agency for International Development (USAID)
- Peace Corps, VISTA, Americorps
- Library of Congress
- Voice of America
- US District Courts
- United Nations

Banks and financial institutions
- Import/Export companies
- International companies including:
  - Foreign firms operating in the US
  - US firms operating in foreign countries
  - Manufacturers, including automobile
  - Retail stores
  - Environmental firms
  - Consulting agencies

### STRATEGIES

The government is one of the largest employers of people with foreign language skills. Consider studying a critical need language for the greatest number of opportunities.

- Complete an internship with a federal agency and maintain a high GPA to be a more competitive candidate.
- Learn government job application procedures. Plan to apply early and inquire frequently about job vacancies.
- Review special hiring authorizations to be hired and to advance more quickly.
- Participate in campus organizations and activities that promote interaction with international students.
- Attend a specialized school that teaches foreign languages for additional training.
- Live abroad and gain knowledge of politics and economics to prepare for a career in this field.
- Increase knowledge of geography, history, and international affairs.
- Join the armed forces as a way to get experience. Consider earning a graduate degree for more job opportunities.
- Supplement coursework with business classes or earn a business minor.
- Develop international competency by living and working abroad and by interacting with international students on campus.
- Get involved in student organizations and seek leadership roles.
- Research which companies do business with the countries in which your language of study is spoken.
### Areas

**Industry and Commerce Continued**
- Operations Management
- Consulting
- Importing/Exporting
- Administrative Services
- Advertising and Marketing
- Human Resources
- Law

**Travel and Tourism**
- Translation/Interpretation
- Airline Services
- Management
- Booking and Reservations
- Travel Services/Guidance
- Ecotourism

**Interpretation/Translation**
- Interpretation (Simultaneous & Consecutive)
  - Business
  - Conference
  - Escort/Guide
  - Judiciary (Court)
- Translation
  - Legal
  - Literary
  - Localization
  - Machine
  - Medical
  - Technical
  - Lexicography
  - Steganography

### Employers

- Sports organizations
- Telecommunications companies
- Computer and software firms
- Advertising agencies
- Professional associations
- Law firms

- Tour and excursion companies
- Travel agencies
- Hotels/Motels
- Resorts
- Restaurants
- Airlines/Airports
- Cruise lines
- Railroads
- Bus lines
- Car rental agencies
- Convention centers
- Chambers of commerce

### Strategies

**Industry and Commerce Continued**
- Be prepared to start in a position in the US working for a firm with an overseas presence. Very few entry level positions are available in international business.
- Some jobs will require graduate degrees in fields such as business, law, or related areas.

**Travel and Tourism**
- Take courses in hotel/restaurant administration or recreation and tourism management.
- Get a part-time job in a hotel or restaurant to gain experience.
- Spend time abroad to learn about various cultures and traditions.
- Brush up on your knowledge of geography.
- Consider attending a travel and tourism school.
- Develop office management and technology skills.
- Maintain a travel blog.
- Show attention to detail.
- Read international newspapers to keep up with overseas developments.

**Interpretation/Translation**
- Develop fluency in a second language. Seek out any opportunity to converse with native speakers to better learn the language.
- Learn a third language for increased job opportunities. Some languages such as Middle Eastern or Asian ones are in more demand than others.
- Gain experience through internships or volunteering.
- Seek certification or accreditation from an interpretation/translation organization.
- Being bilingual does not automatically qualify one to serve as an interpreter or translator.
- Learn to listen to one language while speaking another at the same time.
### SERVICE AND EDUCATION

<table>
<thead>
<tr>
<th>Areas</th>
<th>Employers</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation/Interpretation</td>
<td>K-12 schools, public and private</td>
<td>Obtain state teacher licensure for K-12 teaching.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Universities/Colleges</td>
<td>Earn a graduate degree for college or university teaching opportunities.</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Pre-schools</td>
<td>Develop superior written and oral communication skills in the English language including proper sentence structure and comprehensive vocabulary.</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>Professional language schools</td>
<td>Minor or double major in another subject that you could also teach.</td>
</tr>
<tr>
<td>Including:</td>
<td>English language institutes</td>
<td>Get experience as a teaching assistant or tutor.</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Overseas dependents' schools</td>
<td>Become familiar with the cultural base of your language (literature, art, politics, etc.) as well as with cultural traditions.</td>
</tr>
<tr>
<td>Study Abroad Programs</td>
<td>Foreign study exchange programs</td>
<td>Consider teaching English as a foreign language (overseas). Research courses and certifications for teaching English to non-native speakers.</td>
</tr>
<tr>
<td>International Houses or Cultural Centers</td>
<td>Libraries</td>
<td>Volunteer with government programs such as VISTA or community programs such as ESL classes.</td>
</tr>
<tr>
<td>International Student Services</td>
<td>Adult education programs</td>
<td>Work abroad through volunteer programs or missions.</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Religious and volunteer organizations</td>
<td>Plan to take both written and oral examinations to become an interpreter.</td>
</tr>
<tr>
<td>Civil Service</td>
<td>International organizations</td>
<td>Notify local hospitals, schools, and chambers of commerce of your availability to translate or interpret for international visitors.</td>
</tr>
<tr>
<td>Social Work</td>
<td>Law enforcement agencies</td>
<td>Earn a graduate degree in a field of specialty, e.g. Student Affairs Administration, counseling, or law.</td>
</tr>
<tr>
<td>Mission Work</td>
<td>Social service agencies</td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td>Nonprofit organizations</td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>Hospitals</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonprofit or Public Interest Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREAS</td>
<td>EMPLOYERS</td>
<td>STRATEGIES</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>ARTS, MEDIA, ENTERTAINMENT</td>
<td>Museums</td>
<td>Learn about the customs and culture of the country</td>
</tr>
<tr>
<td>Advertising and Marketing</td>
<td>Foreign news agencies</td>
<td>in which your language of study is primarily spoken.</td>
</tr>
<tr>
<td>Translation/Interpretation</td>
<td>Book publishers</td>
<td>Supplement coursework with related classes such</td>
</tr>
<tr>
<td>Journalism/Broadcasting</td>
<td>Newspapers</td>
<td>journalism, photography, art, etc.</td>
</tr>
<tr>
<td>Photography</td>
<td>Magazines</td>
<td>Spend time studying or working abroad.</td>
</tr>
<tr>
<td>Writing</td>
<td>TV networks</td>
<td>Complete one or more internships in your field of</td>
</tr>
<tr>
<td>Publishing/Editing</td>
<td>Radio stations</td>
<td>interest.</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Film companies</td>
<td>Work at campus and local newspapers or radio</td>
</tr>
<tr>
<td>Performing</td>
<td>Recording companies</td>
<td>and television stations.</td>
</tr>
<tr>
<td>Film Making</td>
<td>Internet media companies</td>
<td>Read international newspapers to keep up with</td>
</tr>
<tr>
<td>Museum Work</td>
<td>Advertising firms</td>
<td>developments overseas.</td>
</tr>
<tr>
<td>Fashion</td>
<td>Design firms</td>
<td>Listen to foreign broadcasts.</td>
</tr>
</tbody>
</table>

**GENERAL INFORMATION**

- Choose an additional academic area of study to supplement the foreign language, preferably one that requires a high degree of technical skill. Most people with foreign language ability use those skills to assist them in a different career field such as business, education, journalism, law, etc.
- Consider which language and culture appeals to you most and the level of foreign language ability you will need to acquire for success in your career. Possible languages to study: Spanish, German, French, Italian, Portuguese, Russian, Japanese, Chinese, Korean, Hebrew, Arabic, Iranian languages, Indic languages, and Turkic languages. Some languages will offer more job opportunities than other languages in various industries or geographic locales. Some are considered critical needs and will offer the most opportunities.
- Related courses to study include geography, history, civilization, foreign relations, international law, and world economics.
- Plan to attend a private language institute to learn additional languages and cultures.
- Utilize a number of learning methods to develop language fluency. Combine listen and repeat drills, textbooks, audio lessons, and learning apps.
- Travel to a foreign country or study abroad in international exchange programs to develop your language skills and international/intercultural competency.
- Study and practice your foreign language skills by reading foreign newspapers, magazines, and books.
- Seek opportunities to interact with international students on your campus or members of your local community. Host international students, join relevant student organizations, and participate in international campus events.
- Watch foreign movies and listen to foreign broadcasts to maintain your fluency.
- Volunteer your language skills to churches, community organizations, and programs that work with people who speak your target language.
- Correspond with someone from a foreign country.
- Contact professional associations and read their publications to learn about job opportunities.
- Research job postings on the Internet to get an idea of jobs in which knowledge of a foreign language is useful.
- Participate in summer programs, co-ops, and internships to improve your skills.
- Network with others in the field to learn about job opportunities.
- In general, international positions are competitive and difficult to obtain. Be proactive in developing the skills and experiences international employers seek.
- Get your foot in the door in domestic positions because many international employers promote current employees into international positions.
Helpful Contacts for World Language Majors

Dr. Cynthia Appl, Department Chair, Case Hall Room 105E,
Phone: 594-8449; cynthia.appl@bakeru.edu

Barbara Coffey, Department Assistant, Case Hall Room 105,
Phone: 594-8439; barb.coffey@bakeru.edu
See Barb to schedule assessments tests, to take the language placement test, and for anything else related to the department.

Martha Harris, Director of Study Abroad, Constant Hall EVP Suite Room 18,
Phone: 594-8338, Martha.harris@bakeru.edu
See Martha to plan your study abroad experience.

Kathy Wilson, Academic Support Assistant, Collins Library Room 120,
in the lower level, Phone: 594-8352; Kathy.wilson@bakeru.edu
See Kathy for tutoring help in your courses, or to become a tutor yourself.

Career Services, Harter Union, Second Floor
Phone: 594-8382; cdc@bakeru.edu
Contact the CDC for help in career, graduate school, and internship planning.

Office of the Registrar, Room 1 Constant Hall, First Floor
Phone: 594-4530; records@bakeru.edu
Contact this office for help in course scheduling, scheduling of degree audits, and to declare your major and your intent to graduate.
# BAKER UNIVERSITY MAJOR CHECKLIST

## MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIRE COURSES: (12-15 hrs)</th>
<th>COURSES COMPLETED OR IN PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR204 Making Connections in French (3 hrs)</td>
<td>UC</td>
</tr>
<tr>
<td>FR305 French Composition in Cultural Context (3 hrs)</td>
<td>UC</td>
</tr>
<tr>
<td>FR306 French Conversation in Cultural Context (3 hrs)</td>
<td>UC</td>
</tr>
<tr>
<td>FR340 French Civilization &amp; Culture OR FR350 Contemporary France (3 hrs)</td>
<td>UC</td>
</tr>
<tr>
<td>FR360 Introduction to French Literature (3 hrs)</td>
<td>UC</td>
</tr>
</tbody>
</table>

## ELECTIVE FRENCH COURSES: (12 hours)

(A 3 hour study abroad internship may count as elective French credit with approval of the department chair.)

### NOTE:
Student will complete a Senior Project in their final upper-college French course.
(Not completed in FR306.)

### COMPLETION OF A STUDY ABROAD EXPERIENCE:
- Minimum of a 3 week experience, but full-semester/year preferred
- Not more than 12 credit hours of study abroad in French can count toward the major.
- At least 3 credit hours at 300-level or above must be completed in residency after completion of the study abroad program.

### SUCCESSFUL COMPLETION OF LANGUAGE PROFICIENCY EXAM

### SUPPORTING COURSE WORK:
12 hours in a minor area of concentration of the student's choice
(a second world language, 204-level or above, is suggested).

### STUDENT NAME:

### STUDENT NUMBER:

### DATE:

Catalog year: 2014
# BAKER UNIVERSITY MAJOR CHECKLIST

## MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 hours at the 204-level or above are required for the major. Students placed into coursework at the 300-level or above must complete 24 hours at the 300-level or above.</td>
<td></td>
</tr>
<tr>
<td><strong>REQUIRE COURSES: (12-15 hrs)</strong></td>
<td></td>
</tr>
<tr>
<td>GN204 Making Connections in German (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>GN305 German Composition in Cultural Context (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>GN306 German Conversation in Cultural Context (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>GN340 German Civ. &amp; Culture OR</td>
<td></td>
</tr>
<tr>
<td>GN350 Contemporary German Culture (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>GN360 Introduction to German Literature (3 hrs)</td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVE GERMAN COURSES: (12 hours)</strong></td>
<td></td>
</tr>
<tr>
<td>(A 3 hour study abroad internship may count as elective German credit with approval of the department chair.)</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Student will complete a Senior Project in their final upper-college German course. (Can not be completed in GN306.)

### COMPLETION OF A STUDY ABROAD EXPERIENCE:

- Minimum of a 3 week experience, but full-semester/year preferred
- Not more than 12 credit hours of study abroad in German can count toward the major.
- At least 3 credit hours at 300-level or above must be completed in residency after completion of the study abroad program.

**NOTE:** In exceptional cases, a highly structured internship which provides an educational immersion experience may fulfill the study abroad requirement. Must be approved by the department chair.

### SUCCESSFUL COMPLETION OF LANGUAGE PROFICIENCY EXAM

### SUPPORTING COURSE WORK:

12 hours in a minor area of concentration of the student's choice (a second world language, 204-level or above, is suggested).

### STUDENT NAME:

### STUDENT NUMBER:

### DATE:

Catalog year: 2014
BAKER UNIVERSITY MAJOR CHECKLIST

MAJOR REQUIREMENTS

27 hours at the 204-level or above are required for the major. Students placed into coursework at the 300-level or above must complete 24 hours at the 300-level or above.

<table>
<thead>
<tr>
<th>REQUIRED COURSES: (12-15 hrs)</th>
<th>COURSES COMPLETED OR IN PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP204 Making Connections in Spanish (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>SP305 Spanish Composition in Cultural Context (3 hrs)</td>
<td>UC_</td>
</tr>
<tr>
<td>SP306 Spanish Conversation in Contextual Context (3 hrs)</td>
<td>UC_</td>
</tr>
<tr>
<td>SP343 Civilization/Culture of Spain OR</td>
<td>UC_</td>
</tr>
<tr>
<td>SP344 Civilization/Culture of Latin America (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>SP360 Intro to Hispanic Literature (3 hrs)</td>
<td>UC_</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE SPANISH COURSES: (12 hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A 3 hour study abroad internship may count as elective Spanish credit with approval of the department chair.)</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Student will complete a Senior Project within a 400-level Spanish course.

COMPLETION OF A STUDY ABROAD EXPERIENCE:
- Minimum of a 3 week experience, but full-semester/year preferred
- Not more than 12 credit hours of study abroad in Spanish can count toward the major.
- At least 3 credit hours at 300-level or above must be completed in residency after completion of the study abroad program.

NOTE: In exceptional cases, a highly structured internship which provides an educational immersion experience may fulfill the study abroad requirement. Must be approved by the department chair.

SUCCESSFUL COMPLETION OF LANGUAGE PROFICIENCY EXAM

SUPPORTING COURSE WORK:
12 hours in a minor area of concentration of the student's choice (a second world language, 204-level or above, is suggested).

STUDENT NAME: ____________________________

STUDENT NUMBER: _________________________

DATE: ________________________________

Catalog year: 2014
Baker University
Declaration of Major
Office of the Registrar

Student Name: ____________________________

Student ID: ____________________________ Date: ____________________________

In accordance with Baker University College of Arts and Sciences and Undergraduate School of Education policy, degree-seeking students are required to officially declare a major before reaching junior status. The catalog states:

"Students are required to report to the Office of the Registrar their choice of major field of concentration no later than the end of their fourth semester or upon reaching junior status (64 hours earned), whichever occurs earlier."

Please select appropriate degree:

☐ Bachelor of Science  ☐ Bachelor of Arts  ☐ Bachelor of Music Education

Declared Major(s): ____________________________  Minor(s)

1st: ____________________________  1st: ____________________________

2nd: ____________________________  2nd: ____________________________

FOR OFFICE USE ONLY
Processed by ____________________________ Date: ____________________________

31
Baker University
Student Academic Success
Change of Advisor Request

Return to SAS, located on the lower level of the Collins Library (Room 120).

NOTE: Signature of new advisor is required.

PLEASE COMPLETE ADVISOR SURVEY ON BACK!

Student Name (please print): ____________________________________________

Student ID: ____________________________

Student signature: ____________________________ Date: ______________________

Current Advisor (please print): ____________________________________________

Preferred New Advisor: ____________________________________________

New Advisor Signature (required): ____________________________ Date: ______________________

Current declared major(s): ____________________________________________

Current declared minor(s), if any: ____________________________________________

Changing declared major(s)/minor(s): If you would like to change your declared major(s) and/or minor(s), you will need to submit a new Declaration of Major form to the Records Office (lower level of Constant Hall; 785-594-4530) in order to have this information updated in the system. A copy of this form can be found at www.bakeru.edu/records.

** Please keep in mind that, although we will always try to assign students to their preferred advisor, sometimes this is not possible due to faculty advising loads or other administrative obligations.

Please also remember that freshmen may not switch academic advisors during their first semester.

SAS use only

Received by: ____________________________ Date: ______________________

Change processed by: ____________________________ Date: ______________________