

Classical and Medieval Studies Program  
Director: Laura Wertheimer  
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# Memo

**TO:** DR. ROSEMARY SUTTON, DIRECTOR OF ASSESSMENT; DR. TERESA LAGRANGE,  
ASSOCIATE DEAN, COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

**FROM:** DR. LAURA WERTHEIMER, DIRECTOR, CLASSICAL AND MEDIEVAL STUDIES PROGRAM

**DATE:** JUNE 21, 2007

**CC:** CLAM ADVISORY COMMITTEE

**RE:** 2007 CLASSICAL AND MEDIEVAL STUDIES PROGRAM ASSESSMENT

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## I. Program Introduction

The Classical and Medieval Studies Program offers an interdisciplinary Bachelor of Arts degree and a minor focusing on the study of the ancient and medieval worlds. The program does not have its own faculty or course offerings. Rather, classes that apply to the CLAM major and minor come from the regular course offerings of eight different departments in the College of Liberal Arts and Social Sciences: Art, Drama, English, History, Modern Languages, Music, Philosophy, and Religious Studies. Under the current degree requirements, implemented in the Spring of 2006, CLAM majors complete 36 credit hours, including at least two classes in three separate academic departments. Minors take at least 18 credit hours, also spread across at least three different disciplines.

The CLAM program has undergone a number of changes in the past two years. Although the program was popular among students in the 1980s and early 1990s, in the past fifteen years a simultaneous decline in the number of majors and the retirement of key faculty sapped the program of much of its vitality. However, new measures to increase student enrollment, including institution of the degree requirements outlined above, have increased the number of majors from one in the fall of 2005 to twelve in the spring of 2007. In the spring semester of 2007, a new Director was appointed and a three-person Advisory Committee was created. One member of the Advisory Committee was at CSU when the CLAM program was at its height, the other two members of the Committee are recent hires, and the current Director came to CSU in 1999. Though CLAM has a long history at CSU, then, it is in many ways a new program that will grow and change as more majors enroll and the new faculty make their mark.

## **II. Program Actions and Initiatives**

When the CLAM Directorship changed hands in January of 2007, it was discovered that no assessment report for the program had been filed since 2002. Since the recent curricular changes rendered much of CLAM's previous procedures obsolete, the Director of Assessment and the CLAM Director determined that it was best to develop a new assessment plan entirely. This report details the first half of that development: creation of goals and outcomes. The program will establish an assessment methodology and begin collecting data next year.

The CLAM Director and Advisory Committee created the goals and outcomes in consultation with Dr. Rosemary Sutton, Director of Assessment, and Dr. Teresa LaGrange, Associate Dean of the College of Liberal Arts and Social Sciences. Prior to the drafting of the goals, the CLAM Director met with five majors to discuss their own goals for their education. Students and faculty were in agreement that interdisciplinary studies were inherently valuable and that learning about the pre-modern world results in a richer understanding of the modern one. Students did not identify skill acquisition as a reason for selecting the major, but when the question was put to them, they agreed that learning research, analysis, and effective communication were benefits of a CLAM degree.

## **III. Goals**

- 1). Students will understand the origins, transmission and development of common ideas across several chronologically and geographically distinct cultures of the ancient and medieval periods, and will recognize the influence of those ideas on the modern world.
- 2). Students will attain the skills of analyzing historical narratives and cultural productions using the methodology of several different academic disciplines.
- 3). Students will learn to conduct research that critically analyzes both primary works and secondary scholarship.
- 4). Students will learn to communicate and defend an argument effectively.

## **IV. Outcomes**

- 1). Students will demonstrate familiarity with aspects of several of the pre-modern civilizations (Greece, Rome, Byzantium, medieval Europe, and Islam) with roots in the ancient Mediterranean world.
- 2). Students will demonstrate knowledge of the shared classical heritage of these societies and the historical development of cultural links between them. Examples might include, but are not limited to, development of the various forms of Judeo-Christian-Islamic monotheism; medieval European and Islamic integration of classical philosophy into their educational systems; or cross-cultural borrowing of literary or artistic traditions.
- 3). Students will demonstrate the ability to analyze primary sources (which may include works of the visual or performance arts as well as written texts) using several different scholarly approaches.
- 4). Students will demonstrate the ability to define a research question, identify the primary and secondary sources appropriate to its investigation, and produce an expository work that effectively and logically integrates these sources.

- 5). Students will demonstrate a satisfactory ability to build, orally or in writing, a coherent and cogent argument.
- 6). Students will attain a comprehension of the long-term development of, and commonalities between, present-day cultures, that is greater than that with which they entered the program.

#### **V. Assessment Methods**

The CLAM Advisory Committee and Director will work with the Assessment Office to create assessment methods in the upcoming academic year. We expect that those methods will include intake and exit surveys of CLAM majors as an indirect measure, and evaluation of students' written work as a direct measure.

#### **VI. Findings and Review Process**

At this point, there are no assessment data to review.

#### **VII. Timeline for Implementation:**

The CLAM Director and Advisory Committee will complete the assessment plan in the fall of 2007, and implement it as soon as it is approved by the appropriate bodies. In the long run, assessment will be based in part upon the work students produce in the capstone experience that will be developed in accordance with the new General Education requirements. The Director and Advisory Committee will consult with the Office of Assessment on what work should be used in the interim. Once it is developed, the intake survey will be distributed to all enrolled majors as well as incoming ones. Graduating seniors will also be asked to complete the exit survey and to submit written work to be assessed. Two CLAM students plan to graduate in AY 2007/2008; both attended the student meeting on assessment and are happy to participate in its implementation.

The materials collected next year will serve as baseline data rather than the subject of immediate assessment. As is noted above, the CLAM program is a small one, and most of our majors are sophomores and juniors. It may be several years before we accumulate enough data to analyze usefully.

#### **Report submitted by**

Dr. Laura Wertheimer  
Department of History  
CLAM Program Director

#### **CLAM Advisory Committee**

Dr. Derwood Smith, Religious Studies  
Dr. Stella Singer, English  
Dr. Abed Tayyara, Modern Languages  
Dr. Teresa LaGrange, CLASS Associate Dean  
(*ex officio* member)