

CIEE Study Center
Alicante Language in Context
Universidad de Alicante
Fall semester, Spring semester, Academic year

ACB Evaluation Report Alicante semester 2001

December 11 – 15, 2001
Team Leader: *Jacqueline Levine, University of Rochester*

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Introduction

The Academic Consortium Board (ACB) of Council is pleased to present the following report on the Council Study Center in Alicante, Spain. The report of the site visit team was received by members of the Evaluation Committee of the ACB. After review by that committee, the ACB accepted the report, and presents it to the Academic Consortium. The "Plan for Program Evaluation" is available [here](#).

We wish to make clear at the outset that we greatly value the cooperation of the University of Alicante and that this report is a review of Council's program and not a review or evaluation of the University of Alicante as an institution. The review focuses on the program offered by the Council Study Center and on the courses offered by Council as part of the International Study Program at the University of Alicante. In addition, the site visit team has examined Council's relations with the host institution and its analysis has been presented to Council staff.

Executive Summary

The Council Study Center at the Universidad de Alicante, directed by Dr. Armando Miguélez, is located at one of Spain's most modern universities. The campus is exceptionally beautiful and is located close to a very pleasant and manageable city. There are excellent academic offerings and significant social and cultural opportunities made possible by the University's resources. The value of the program is enhanced by the fact that unlike many Spanish cities, there are relatively few Americans studying in Alicante.

As mentioned in previous evaluations and reviews, the exceptional work of the Resident Director, Armando Miguélez is worthy of recognition and praise. It should also be noted that the cooperation between the Resident Director and the Language Coordinator Cynthia Giambruno Miguélez is directly responsible for the success of the program. Instructors are committed to the program and have an excellent rapport with both students and with the RD and other local Council staff members. The overall satisfaction with the program is very high, and there is good potential for growth in numbers of students and in course offerings.

We have made recommendations for improvements and some changes. The team believes that there are no major concerns with regard to program quality. Since 1997, there have been significant positive changes. One which remains to be addressed is the lack of space for Council staff and faculty, and that is likely to occur now in the not too distant future because of the good relationship between the RD and the administration of the Universidad de Alicante.

Methodology

The evaluation team was composed of Jacqueline Levine (chair), Luis Marentes and Annemarie Wiseman. Luis A. Marentes (Ph.D., Comparative Literature, University of Texas at Austin) is an associate professor in the Department of Spanish and Portuguese at the University of Massachusetts, Amherst. He is an undergraduate program director, Chair of the International Studies committee of the department, a member of the Executive Committee of the University's International Scholars Program, and directs the University's program in Granada. Annemarie Wiseman (Doctor of Modern Languages, Spanish and French, Middlebury College) is Assistant Dean of the College and Associate Professor of Foreign Languages, Wofford College. She was team leader of the ACB Evaluation for Council's program in Chile, and was a team member of the ACB Evaluation for the program in Rennes. Jacqueline Levine, (ACB member), is Assistant Dean of the College, University of Rochester, and is Director of the Center for Study Abroad and Interdepartmental programs at the University of Rochester.

Prior to the visit, the team reviewed all of the materials supplied by Council, including the program's history, instructor CVs, course syllabi, the previous evaluation, course catalog, resident director reports, statistical information on the participants, staff and instructor curriculum vitae. We read the semester/academic year pre-departure and on-site orientation materials. We reviewed student evaluations and the ISP's "SWOT" or strengths of the program, its weaknesses, opportunities, and threats to the program. We consulted the following sending schools: University of Colorado at Boulder,

University of Texas, Austin, University of Massachusetts at Amherst, Wofford College, University of Rochester, Smith College, and the University of Minnesota to review their concerns.

During the five-day visit, team members met with the Resident Director, Armando Miguélez, to discuss the general nature of the program and to identify some issues that the team could focus on during the visit. The team visit was originally scheduled for September 21, but for a variety of reasons it needed to be rescheduled. Armando Miguélez and Cara Hardy were helpful in finding another time when we could visit and we came during the last week of classes. The site visit coincided with a visit by Barbara Freed and others who were completing a language testing research project. This made it difficult to schedule team meetings with students, although we did meet with them individually or in small groups.

The team toured the Universidad de Alicante facilities and had an on-site orientation. Several of the English-taught and Spanish-taught classes were visited, and we also made visits to several host families. Each team member visited several language and literature classes and one Universidad de Alicante business courses offered in English. We did not address the summer program that has a different mission and organization.

I. Quality of the Academic Activities including teaching and assessment

A. Teaching

In general the teaching is solid and the methodology is appropriate for teaching students at a variety of levels of language. The faculty members are enthusiastically engaged with the students and the students seem to appreciate their close interaction. Field trips complement and underscore the courses' content. When possible, some instructors accompany them. (The "signature" field trip, a special feature of the Alicante program, is the credit-optional 150-km. route of Santiago de Compostela hike, which Armando Miguélez leads.)

The instructors seem, as one would hope at the end of a semester, very familiar with individual students' strengths and weaknesses. The quality of the language teaching, as well as the area studies courses, was excellent. In most of the Spanish-taught content courses, the faculty reinforced the acquisition of language, although this was not uniformly the case. Several faculty members suggested other course options such as Cinema. (Alicante's classrooms are equipped with televisions.)

In our group meeting, the faculty discussed the students' overall strengths and weaknesses, and some of the expected challenges of teaching on an introductory program. In some cases (art history, for example) students have little or no background in the basics of the discipline, so it is an ongoing challenge to provide that background. Many of the beginning students lack the basics for understanding how to learn a language.

We visited representative classes in these three tracks:

1. Language and context
2. Language and culture
3. Language and business

If the purpose of the English-language courses is to introduce a cultural context to the language learning experience, the team believes that this was effectively achieved. The team observed that some of the instructors also introduced Spanish vocabulary, when or where appropriate.

The language faculty are coordinated by Dr Giambruno and there are teams of 3 faculty members for each level of language instruction. Each team of three faculty work closely together to develop materials, to articulate the different language courses and to keep up with student progress. Dr. Giambruno commented that students come in to the language courses from their home schools with pre-approval to the different levels, and with different needs. The previous evaluation recommended placement tests that have been designed, developed and implemented. As a result this semester there are seven more homogenous language groups.

From discussions with Dr. Giambruno, it would seem desirable to institute a pre-session consisting of an intensive language course. It would seem that with the requirements of a special program such as Alicante, which accepts students with no previous language study it would be particularly useful to have an intensive language session. If this were to be spread over 3 or 4 weeks, the language faculty could also do a better job of accurately placing students in the appropriate language course. It could also allow students with some background in Spanish to get re-accustomed to hearing and speaking Spanish so that they would be better prepared for the subsequent coursework in Spanish.

Another benefit would be that after the intensive language session, the language faculty would have an easily identifiable period in which they could switch over from allowing students with no previous language study to speak English in their classes to establish "new" rules for

allowing Spanish only. It seemed that many students had been allowed to speak English to their professors and at this very late stage of the semester were still addressing the faculty in English, reformulating questions posed in Spanish and generally not "functioning" in Spanish, even in Spanish language classes.

The initial placement of students according to their language abilities could be confirmed or modified according to the performance during the intensive language session. This would give the Language Coordinator a better sense of the students' abilities in the foreign language before recommending certain classes taught in English or Spanish.

Recommendation 1

Consider implementation of an intensive language course to fine-tune placements in language courses.

The catalogue states the following:

Students in the program typically take courses in one or more areas of concentration:

1. Language and Context, for beginning students of Spanish who want to achieve a solid base in the language, while at the same time taking courses in English in several area disciplines;
2. Language and Culture, for intermediate students of Spanish who want to consolidate their knowledge of the language with taking cultural studies courses in Spanish; and
3. Language and Business, for beginning students of Spanish majoring in business who want to take regular university business courses in English, while also studying Spanish.

We have found the three existing tracks to be viable and appropriate to the program in Alicante:

- 1) Language and Context (as defined above)
- 2) Language and Culture (as defined above, in a separate location in Elche or on campus in Alicante)
- 3) Language and Business (as defined above)

In addition, we would suggest the addition of one or more tracks, for example: Language and Applied Linguistics.

Recommendation 2

Council should consider the addition of one or more tracks, for example: Language and Applied Linguistics

The teaching methodologies are appropriately using all manner of technology, such as Internet, audio, video, computer-based, and the faculty impressed us as being knowledgeable and enthusiastic about its use. One language faculty member is doing web site development with the students in Spanish.

The Universidad de Alicante is at present developing very important computer-based virtual education similar to the virtual Cervantes library and the virtual Spanish classroom for the Instituto Cervantes. They are also in the process of exploring options for wireless technology that will allow students with laptops to connect with the Internet. Alicante is one of the most wired European campuses.

In our group meeting with the faculty, several of them asked us how we thought they could improve their understanding of American student issues. For example, all of them agreed that they are confused by requests and comments that students make to them about accommodation for learning disabilities and, often, details of related pharmacology. They are eager to learn more so that they can better serve students. Team members agreed that it was

encouraging to see how eager the faculty was to gain a more sophisticated understanding about LD issues. (This is not always the case on study abroad programs, or even at many US campuses.)

Recommendation 3

The team recommends that Council explore opportunities to support this very good faculty with incentives. Some that we suggest include additional availability of hardware, and information about professional development opportunities, including education about LD. They should be encouraged to propose some of the interesting ideas that they have about teaching American students.

B. Assessment

Most of the syllabi we looked at included the method of assessment although this was not always consistent. The team also had been provided with syllabi of previous semesters that did not necessarily reflect current courses or even instructors. However, on site we requested and were given current syllabi. In language courses, it is stated that students must attend 70% of classes to pass the course.

Recommendation 4

To assist students and home institutions, it would be helpful if the resident staff supplied the Spanish faculty teaching Council courses with a template for a syllabus which should include course objectives, methodology, course content, a calendar of assignments, assessment expectations, and faculty contact information.

C. Appropriateness of academic offerings

The program is divided into three basic tracks which correspond to a degree to the basic linguistic ability of the students. There is a set of courses taught in English designed for novice and low-intermediate students. There is a track of content courses taught in Spanish designed for intermediate level students. The University of Alicante offers a set of business courses taught in English. While this semester's 71 students constitute high enrollment, a number of the business classes were cancelled this semester. This should be monitored.

Recommendation 5

Students should be better informed about the possibilities of business course cancellations. If cancellations of these courses occur frequently, Council might consider changing the course offerings.

II. Quality and Appropriateness of Services

A. Pre-departure services

Reading lists and the web site could benefit from some updating. Some of the pre-departure materials are too generic, offering much good information about "Spain" rather than the region. All of these are mailed to the students from New York. In general, the pre-departure materials are in need of substantial editing. They should be rewritten to focus on the uniqueness of Alicante, *el país Valenciano*, and the larger Mediterranean region. Instead, they are centered on Sevilla and Andalusia. This sends a wrong message to students who have chosen Alicante.

The team compared the following materials: Catalog (pre-acceptance), student handbook (post acceptance), pre-registration form and other materials, and the orientation packet. The post-arrival orientation packet contained much valuable information, and some of that could

be incorporated into the pre-arrival materials.

Recommendation 6

Council needs to review catalogue and pre-departure materials and incorporate more Alicante-specific information.

B. Orientation

See Recommendation #1 about adding an intensive language course at the beginning of the program. The two-day orientation is generally believed to be too short and should be re-examined.

C. Academic Advising

Dr. Giambruno heads up the team which teaches the Council students. She has been effective in supervising and stimulating the work done by Alicante faculty members serving the Council. Communication, evaluation and assessment seem excellent and the programs runs smoothly because of Dr. Giambruno's care and supervision. She is responsible for advising and placement. The grammar, oral, reading, and writing placements are done first. Then during a two-week period these placements are refined. Students with beginning language are expected to take area studies in English. Dr. Giambruno has noticed that students with more Spanish background come with pre-approval to take courses in English, and she believes that they should be encouraged to take area students courses in Spanish when possible.

Recommendation 7

Council NY might seek a way to facilitate communication between the adviser at the sending school and the program so that Dr. Giambruno's recommendations might be considered at the start of the program.

D. Housing

Housing is normally with Spanish host families. The team visited two families that have been with Council for a long time. Many of the host families predate Armando Miguélez's tenure with Council as RD. They appear to be carefully selected. While they are remunerated for expenses, most choose to host American students out of genuine interest in the cultural interaction. In fact, both families visited seemed to be committed to educating the student both linguistically and culturally. It is unusual that a high percentage of the host families are actually "traditional" families consisting of a mother, father and siblings. The RD said that this underscores the value that the Council program is one of the only ones in Alicante and there is not a huge competition for host families.

On-site orientation materials discuss housing options and cultural issues related to living with a Spanish family. The students are told at orientation about the commute time, and it is in all of the pre-departure materials. Home school advisers need to be explicit to students about the commuting time. Students all were quite satisfied with housing and with meals.

Recommendation 8

The team had difficulty locating information about housing in the Alicante section of the 2002 program guide. This catalog could be reformatted so that it is easy for the reader to find housing information.

E. Accommodation of special needs

The campus is ideal for many students with physical disabilities. It is built on the site of a airstrip, and is perfectly flat. Many buildings are very new so costly retrofitting has not been

needed to make them accessible to the handicapped. Students with physical disabilities have been accommodated in the past. The dry climate would probably also be good for students with allergies.

During our meeting with the teachers several expressed a desire to learn and to understand more about how one defines and accommodates students special needs. In particular they were concerned about students who self-identified to them about learning disabilities. It should be said that the instructors to a person were eager to be better informed about the phenomenon.

We suggest that students with special needs get in touch with Council early so that accommodations may be made.

Recommendation 9

We believe that it is fundamental and essential for students to self-disclose with documentation to Council NY, for Council to make that information available to the RD. There then needs to be very clear communication between Council staff and faculty concerning disabilities; there are plenty of models from US universities to follow.

F. Medical services

Medical services are available and detailed in the Orientation materials and arrival information.

III. Quality and Appropriateness of students who participate

Semester enrollment in the program has increased from 23 in 1991 to 71 in the current Fall 2001 semester. The program accepts students with no previous study of Spanish language, and students who have completed up to two years of Spanish language. This is a fundamental challenge facing the program. There are seven sections of Spanish instruction offered.

Although the origins of the program were for beginning students, the program has grown and transcended these origins, and has many opportunities for more advanced students.

Students speak too much English. The faculty commented that they spent too much time together.

Recommendation 10

The team recommends that students be encouraged to speak Spanish at all times. The faculty and staff should make every effort to address the students in Spanish and to encourage students to initiate conversation in Spanish.

IV. Quality of facilities

A. General comments about campus

The campus is quite far from town. However, there are many positive aspects of the location. Restaurants, cafeterias, a bookstore, a stationers', a post office and a variety of banks are centrally located on the campus. It is a beautiful campus with excellent facilities: spacious, well maintained, and meticulously landscaped with significant work by world-renowned architects. The general upkeep and cleanliness of the campus is remarkable. Exceptionally for a European campus, there is a large modern sports facility with a very broad range of offerings, even a rock-climbing area. Several Council students have in fact joined University sports teams.

B. Office and class space

Class space is wonderful – large well-lighted rooms with good facilities. Office space is inadequate. We raised this with Vicerector Roque Moreno and he told us that the campus is undergoing significant expansion. He showed us that the University authorities are in the middle of a space crisis and they cannot provide more at this time. However there is every reason to have hope for more space in a year or two. Students need a place to consult materials, see videos, receive tutoring etc.

Recommendation 11

The team felt the RD should have a private space. The faculty need space to meet with students other than in common spaces. Given the good relationship that Dr Miguélez and Council have with the University, we can hope that new space will be available in the not too distant future.

C. Library

Students under use the excellent library. It is open long hours but since this is a long commute back to campus they do not use it evenings. There are other libraries in the city of Alicante to which the students have access.

D. Computer and email facilities

Both are available in the library. The orientation materials also include a page of Internet café locations with prices and opening hours. There will soon be wireless access all over campus.

V. The Program's Plans for Improving Its Teaching and Services

Dr. Miguélez and Dr Giambruno have many good ideas about professional development for the faculty. Given appropriate support, many of the faculty would enjoy designing and offering new classes. They are also eager to develop new course materials. The team believes that this is an initiative that should be encouraged by Council. The instructors have generally been very active in the production of materials.

Recommendation 12

Development of course materials could be an interesting pilot publishing project.

VI. Relationship with the Host University

Old problems have been resolved, and relations are excellent. Both Dr. Miguélez and Dr. Giambruno are respected and valued members of the international community on campus. Recent restructuring of the University has raised the status of the Sociedad de

Relaciones Internacionales, and this benefits the Council program. Of approximately 28,000 students there are 5000 international students.

VII. The Perceived Satisfaction of Consortium Member Institutions

The overall satisfaction is high. Dr. Miguélez and Dr. Giambruno are recognized and appreciated for their energy and their efforts. One faculty member commented: "The CIEE program in Alicante provides an excellent language experience explicitly directed towards first and second year Spanish language students, with additional area studies courses offered in English and in Spanish. To my knowledge, it is the only study abroad program in Alicante with an on-site resident director, Dr. Armando Miguélez. Students speak most favorably about their

cultural and linguistic experiences on this program, and Dr. Miguélez has succeeded, sometimes with insufficient human and financial resources, in creating an environment in which a heterogeneous group of students can and does thrive." Another high-sending school wrote: "Armando and Cynthia are the best team as Resident Directors that CIEE has. They have continually been given the highest ratings from our students. They give the students the attention they need without seeming to suffocate them or make them feel spoon-fed. Armando always follows through on any questions the staff might have here. In short, he's terrific!"

Students have had no complaints about the program organization, not from the New York Office or in Spain. The only complaint we have heard is that there are too many non-Spanish students in the program so they tend to stick together and not break out of their groups to make Spanish friends and use their Spanish more. That's not really a complaint about the program, but the behavior of the students.

Some schools commented that the language course syllabi are confusing, and we addressed this with Dr. Giambruno (see Recommendation #1, above). Several universities experienced problems obtaining current syllabi (see recommendation # 6).

Recommendation 13

Language course materials are accurate, up to date and available in Alicante. Council should ensure that they are available for distribution to students and to advisers every semester.

The division of language levels I, II, and III is confusing to some universities. The result is that some advisers do not properly assign their students to the correct language level on pre-registration forms.

Recommendation 14

Since placement is based on the students' performance in the language exam, advisers at home institutions should recommend but not mandate pre-registration in certain language courses. Students should select two area studies courses and two alternate selections and have them pre-approved at their home campuses.

Students who register for the Camino de Santiago course need to pay an additional fee on site. This past semester several students withdrew from the course past the withdrawal deadline because they had run out of money.

Recommendation 15

The catalogue should state the explicit fee for the Camino de Santiago course. Council should consider separate billing to sending schools, or some alternative.

There were complaints from students that the business classes were canceled due to low enrollment.

Recommendation 16

As is the case on our home campuses, occasionally courses must be cancelled due to low enrollment. Council should study enrollment patterns and consider eliminating or substituting a course if it is regularly cancelled.

VIII. The perceived Satisfaction of the Student participants

The student satisfaction with the program has been high.

IX. Safety, Health and Security issues

Alicante is generally safe, and safety matters are addressed in the pre-departure materials, in orientation, and in general conversations as they occur with students. During the visit, several students discussed with a team member their post-program plans for travel in Europe (and one in Asia). Local Council staff members had offered sound advice about travel safety. The staff is sensitive to the importance of being pro-active about discussing safety with American students.

X. The program's compliance with Council's Policies

The program appears to be in compliance with Council policies.

XI. The quality of administration and management of the program

The team found that the program was well managed. There is excellent leadership from the RD and the academic adviser. However, the materials distributed from NY both for the team and for the students did not always reflect the reality of the program. For example, the syllabi received by the review team were outdated and inaccurate. The course titles and descriptions in the catalog did not reflect changes that have been made to established course offerings. The course listed in the catalog as Comparative Study of Modern Prose (ALIC 1038) was in reality called Comparative Literature by the professor and Resident Staff. The course listed in the catalog as Macroeconomics is actually International Monetary Economics. Students were told by staff in NY that the macroeconomics course was regularly available, while Council staff in Spain knew that it was not. If there are changes in course offerings, it should be a priority to communicate these changes to the NY staff so that students are well informed. The Alicante staff and the NY staff must collaborate to provide accurate materials to students and their home universities. If the Alicante staff has updated the current syllabi, then these syllabi should be emailed to the Council staff in NY.

Recommendation 17

Council New York and Alicante should review course materials at the beginning of each semester to be sure that they reflect what is actually offered.

a. Resident Director

Armando Miguélez manages the program well. A sending institution reported that if it were not for Armando they would not have been eager to initiate sending students to Alicante. He is very involved in the program's administration. He knows every student even though he is not currently teaching. We were impressed that beyond the work he puts into the program he is an active scholar. He has published two books, the most recent being *La Literatura de la revolución mexicana en el exilio: Fuentes para su estudio* (UNAM, Mexico City, 1997). Experts in the field consider it an important contribution. He has published three articles and given ten papers at international conferences since becoming RD and since he is a full-time year round administrator this is remarkable. He is an active and prolific scholar.

Armando Miguélez and Cynthia Giamb Bruno are effective and responsible program directors. Moreover, each is a capable and respected scholar in their respective fields. It is not often noted that the Dr. Miguélez and Dr. Giamb Bruno are accomplished professionals who manage to combine their efforts as dedicated scholars and their responsibilities to Council and seem to make each of their administrative roles more meaningful because of the scholarly work in which they are engaged. It should be noted that Armando has been successful in regularly publishing significant works in the field of Chicano Literature and that Cindy is extraordinarily effective and very successful in her own department at the University.

Both Dr. Miguélez and Dr. Giamb Bruno have a remarkably close relationship with the Council students as well as with their faculty and staff. Council is fortunate to have such committed

scholars and administrators managing this program.

XII. Future prospects and plan

There is much room for an increase in numbers of international students at the Universidad de Alicante. Several administrators recommended the ongoing plans for expansion of the campus. Administrators expect that Alicante will continue to be an attractive option for students from European Union countries. There are many reasons for this. Alicante is in a key position geographically in the Mediterranean region. The visitor will know this immediately from the climate, the architecture, the road signs in Spanish, Valencian, and Arabic indicating, "Ferry to Algeria."

There is solid potential for growth in the Council program in Alicante. We saw opportunities for coursework in translation, chemistry, education, computer assisted language teaching, architecture, copyright law, and archaeology. (There is a significant archaeological museum and Greco-Roman ruins at nearby Lucentum that would provide field trips for a course in Mediterranean archaeology.)

Previous evaluations have recommended that growth not exceed 100 students. It would seem that groups have been at about 70 in the past few semesters. Growth up to about 100 students might be appropriate for the Alicante program, but it would seem that Council should make better use of some of the unique offerings that Alicante has rather than restrict the program to students with little or no previous language study. It would seem that there would be an opportunity to establish a Spanish for Special Purposes (or a Language and Applied Linguistics) program. One of the current complaints is that the beginning level Spanish students speak too much English and therefore keep the intermediate level students from speaking only Spanish. It would seem like a good idea to have a separate place for the intermediate level students. Maybe this should even be a different program, much like the programs in Seville are defined by the level of Spanish and by the goals of the students. Several team members visited the Elche campus and were convinced that it would be appropriate for a separate group of intermediate level Spanish students.

Recommendation 18

Council should consider letting more advanced students participate in the program in Alicante.

Summary of Recommendations

Recommendation 1

Consider implementation of an intensive language course to fine-tune placements in language courses.

Recommendation 2

Council should consider the addition of one or more tracks, for example: Language and Applied Linguistics

Recommendation 3

The team recommends that Council explore opportunities to support this very good faculty with incentives. Some that we suggest include additional availability of hardware, and information about professional development opportunities, including education about LD. They should be encouraged to propose some of the interesting ideas that they have about teaching American students.

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expectations, and faculty contact information.

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Recommendation 6

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Recommendation 12

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Recommendation 13

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Schedule:

Jacqueline Levine, University of Rochester, Council ACB (JL)
Dr. Luis Marentes, University of Massachusetts at Amherst (LM)
Dr. Annemarie Wiseman, Wofford College (AW)
GB = German Bernacer
IU = Instituto Universitarios

Tuesday December 11

9 to 10 am Aula 4 GB

JL

Grupo B Christina Martin

9 – 10 Aula 5 GB

AW – Grupo C

Alma Blasco

9 – 10 IU 1001

LM – Grupo F

Jose Ramon Belda

10 –11 Aula 4

JL Lecto Redaction Grupo B

Yolanda Alvarez

11 – 2 Aulario I Room 3 D6

International Monetary Economics

AW

11 to 12 pm Aula 6 GB

LM – Contemporary Spanish Prose

Alma Blasco

11 – 12 IU 0001

AW – Intro. a la lit. contemporanea

Teresa del Olmo

12:30 - 2 – Aula 5 GB

LM - The History of Spain

Rodolfo Sanchez Beranguer

2-3:30 Filologias Seminar Room

AW - Contemporary Spanish

Lunch with directors

6 pm Event with students

Wednesday December 12

9 – 12 write report

12:30 group meeting with instructors

2 pm working lunch

6 meet with students

Thursday December 13

9 meet with Alvaro Berenguer and other university officials

9 AW visits interpreting labs

11 – review course materials – texts and teachers-generated supplementary material

12:30 – 2 IU Aula 1001

Luis- Desarrollo urbano en la Ultima mitad del Siglo XX: El Mediterraneo

2 pm write report

9 pm dinner and "marcha"

Friday December 14

10 am pick up and debriefing

11 am wrap-up with Armando

1-2 pm AW leaves for Madrid

JL and LM visit to Elche