Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU’s curricular process for recommendations and decisions.

College: Arts and Humanities  [x] Undergraduate  
Department: Modern Languages  [ ] Graduate  
Program: Spanish Minor  [ ] CIP #  
Type of Change: PROGRAM PROPOSALS  
Proposed: Redesign—Add/Delete Program Option

Title Current:  
Title Proposed:  
24-Char. Abbrev:  
Course Designator:  
Number of and Number:  
Credits:  
(If applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
The Spanish program prepares students to study, understand and use the Spanish language in order to:
- speak Spanish in culturally-appropriate ways
- comprehend and create written texts and to understand linguistic variation
- gain a critical and analytical understanding of Spanish-speaking civilizations
- use their knowledge of language and Spanish-speaking cultures in future careers

Rationale or Justification for change:
See attachment.

***For General Education or Cultural Diversity Courses Only***

General Education Course:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tr>
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[ ] For Writing Intensive Courses, attach a description of the kind and quantity of writing.
[ ] For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

d. Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Proposal # 155  
Effective Date of Change:  
Academic Year: 2007-08  
(For Office Use Only)

Cultural Diversity Course:

(Include all that apply.)

[ ] Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)

[ ] Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
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<tr>
<th><strong>Department</strong></th>
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**Comments:**

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<th><strong>Undergraduate Curriculum and Academic Policy Committee</strong></th>
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**Comments:**

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**Comments:**

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<th><strong>Academic Affairs Council</strong></th>
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**Comments:**

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<th><strong>Senior Vice President and Vice President for Academic Affairs</strong></th>
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<td>Approved</td>
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<td>Not Approved</td>
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**Comments:**
Program description:
The Spanish program prepares students to study, understand and use the Spanish language in order to:
- understand spoken Spanish at a variety of levels and to be aware of linguistic change and variation
- speak Spanish in culturally-appropriate ways
- comprehend and create written texts and to understand linguistic variation
- gain a critical and analytical understanding of Spanish-speaking civilizations
- use their knowledge of language and Spanish-speaking cultures in future careers

Rationale or Justification:
1. To correct an error in the bulletin that requires 365 and 395 when the requirement is to take either 365 (on campus) or 395 (equivalent course through study abroad) and to make 365/385 elective for the minor.
2. To specify more clearly the electives within a required area of the major so that BS Education students will have met the standards prescribed by the MN BOT before graduation.
3. To provide consistent and clear requirements for all Spanish majors and minors.

a. Student learning outcomes: See first column of the attached Program Assessment Plan for student learning outcomes.

b. Minutes from department and college curriculum meetings. See attachment.

c. Program Assessment plan: See the attached Program Assessment Plan for student learning outcomes.

d. List of program requirements: Copies of the Current and Proposed program requirements are attached.

e. No additional resources required.

f. No impact on department staffing.

g. No additional library holdings are required.

Rationale for change in program credits: No change in program credits.
Spanish Minor (24 credits)

Required for Minor:

Elementary and intermediate Spanish or other proof of skill is needed.

Required for Minor (12 credits):

Choose at least two of the following:
- SPAN 355 Spanish Civilization (1-4)
- SPAN 356 Latin American Civilization (1-4)
- SPAN 395 Readings in Hispanic Literature (1-6)
- SPAN 496 Individual Study Abroad: Topics in Spanish American Culture (1-6)
- SPAN 497 Individual Study Abroad: Topics in Peninsular Spanish Culture (1-6)

Choose at least one of the following:
- SPAN 210w
- SPAN 301
- SPAN 310
- SPAN 393
- SPAN 394
- SPAN 493

Required for Minor (Electives, 12 credits)

Choose electives from approved list at the end of this section.

Approved Elective List:

SPAN 201 or SPAN 301
SPAN 255 and SPAN 257 courses withdrawn (no longer offered)
SPAN 299**
SPAN 302
SPAN 306
SPAN 310
SPAN 393
SPAN 394
SPAN 395
SPAN 493
SPAN 210w
SPAN 250
SPAN 301
SPAN 310
SPAN 393
SPAN 394
SPAN 493
SPAN 255
SPAN 257
SPAN 393
SPAN 394
SPAN 395
SPAN 493
SPAN 495
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<table>
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<tr>
<th>Student Learning Outcomes (performance, knowledge, attitudes)</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment (What is the assessment?)</th>
<th>Who Assessed (Students from what courses - population)</th>
<th>When Assessed (dates)</th>
<th>Standard of Mastery/ Criterion of Achievement</th>
<th>What is Hoped to Be Learned?</th>
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<tbody>
<tr>
<td>1. Students will develop an oral proficiency level equivalent to the intermediate-high level based on ACTFL proficiency guidelines.</td>
<td>C-2</td>
<td>U-1, U-7</td>
<td>Oral skills assessment and situational role-plays, presentations, interviews that determine level.</td>
<td>BS Spanish Education</td>
<td>BA, BS students are assessed in Spanish 310 to get an idea of what their level so they can make plans to increase their proficiency level before graduation.</td>
<td>Required for graduation (BS Spanish Education): intermediate high. Preferred level: advanced low. The program will set standards for BA, BS during the 2007-8 academic year.</td>
<td>Once base-line data are gathered, it is hoped that the program can determine current oral proficiency levels and increase oral proficiency level to the equivalent of ACTFL descriptors for advanced-low by graduation.</td>
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<td>Category</td>
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<td>Core</td>
<td>Information for future applications, understanding of the core concepts and the students' ability to read and write in the Spanish language.</td>
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<td>Year Cycle</td>
<td>Improvement in the listening, speaking, reading, and writing skills of the students.</td>
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<tr>
<td>Review of Student Papers</td>
<td>Data collection and analysis of the language proficiency of the students.</td>
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<tr>
<td>Performance</td>
<td>Students will demonstrate the ability to hear and write in the Spanish language.</td>
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**Assessment of Writing**

- Yearly exams on written assignments, oral presentations, and research papers.
- Assessment of the students' understanding of the language and their ability to express ideas in Spanish.

**Conclusions**

Students will demonstrate the ability to read, write, and speak in Spanish, as well as the ability to understand and interpret written and spoken material.
| Spanish-speaking countries (including the US). | 365 and tested for level in 402, 403, 494 and 495. Graded assignments conducted both in and out of class will be used to determine level. Analysis will be graded on a rubric with the competency goal of level 3. | completion of 402, 403, 494 and 495. | speakers and near-native speakers of Spanish.

5. Students will demonstrate an ability to function in the target culture through study abroad or through a domestic target-language experience. | C-1, C-2, C-3 | U-2, U-5 | Student’s written, reflective evaluation of their study abroad experience or their experience in a US domestic setting that requires immersion with Spanish-speakers. Level will also be determined by the successful completion of coursework or internship experience. | BS Spanish Education | Data collected on a semester basis. Review done in year 1 of five year cycle | Reflective evaluation of a student’s experience will indicate the readiness of a graduate to use Spanish in the field upon graduation. The self-evaluation will also be useful in determining the appropriateness and effectiveness of internships and study-abroad experiences for our students who are double majors in over 58 fields of study. | Evaluations will provide a snapshot of student development in the cultural environment, which should provide insights to the student’s integration of skills. Self-evaluations should also provide information about student readiness for using their level of Spanish in their chosen career or graduate program.

*What will department or program do with results of information? Assessment data will allow faculty to revise the program based on the strengths and weaknesses of student growth demonstrated by the data analysis. Information gathered will be used to provide feedback to individual students, to address weak areas and track improvements in the Spanish program and to create a record of the overall effectiveness of the Spanish program.*