



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

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.

(Check all that apply):		Proposal # <u>157</u>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Modern Languages</u>	<input type="checkbox"/> Graduate	Academic Year <u>07-08</u>
Program: <u>BS Spanish Education</u>	CIP # _____	(For Office Use Only)
Type of Change: <u>PROGRAM PROPOSALS</u>		Course Designator and Number
Proposed: <u>Redesign--Add/Delete Program Option</u>		
Title Current: _____		
Title Proposed: _____		
24-Char. Abbrev: _____		(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:
 -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

see attachment.

Rationale or Justification for change:

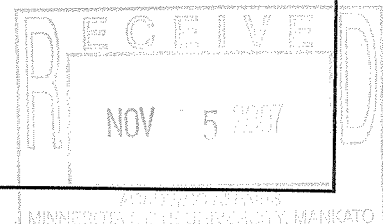
See attachment.

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

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> 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.)
<u>N/A</u>		
<u>N/A</u>		
<u>N/A</u>		
? 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.		

*****For New Courses*****


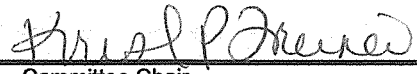
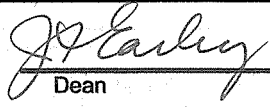
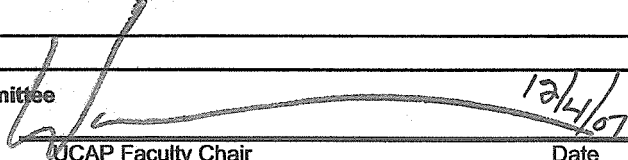
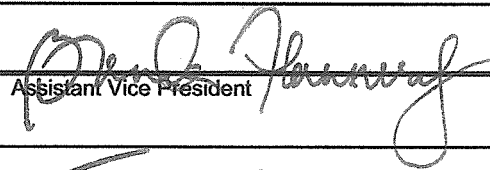
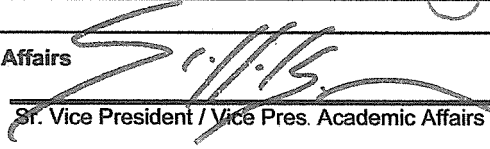
(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> 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.		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		11/1/07
<input type="checkbox"/> Not Recommended (Category/ies _____)	Department Chair	Date
Comments:		
College Curriculum Committee		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		11/7/07
<input type="checkbox"/> Not Recommended (Category/ies _____)	Committee Chair	Date
Comments:		
College Dean		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		11-13-07
<input type="checkbox"/> Not Recommended (Category/ies _____)	Dean	Date
Comments:		
General Education Subcommittee		
<input type="checkbox"/> Recommended (Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended (Category/ies _____)	General Education Subcommittee Chair	Date
Comments:		
Undergraduate Curriculum and Academic Policy Committee		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		12/4/07
<input type="checkbox"/> Not Recommended (Category/ies _____)	UCAP Faculty Chair	Date
Comments:		
Faculty Association Graduate Committee		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Faculty Association Graduate Chair	Date
Comments:		
Graduate Dean		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Graduate Dean	Date
Comments:		
Academic Affairs Council		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)		1/28/08
<input type="checkbox"/> Not Recommended (Category/ies _____)	Assistant Vice President	Date
Comments:		
Senior Vice President and Vice President for Academic Affairs		
<input checked="" type="checkbox"/> Approved (Category/ies _____)		4/28/08
<input type="checkbox"/> Not Approved (Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
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).
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.

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.

current ^{Spanish} B Education

Spanish BS, Teaching (44 credits)

Required for Major:

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

Required for Major (24 credits):

- MODL 460 Methods of Teaching Modern Languages (3)
- MODL 461 Applied Modern Language Teaching Methods (1)
- MODL 462 Foreign Language Elementary School Methods (3)
- MODL 463 Applied Foreign Language Elementary School Methods (1)
- SPAN 365 Selected Readings (1-4)
- SPAN 395 Readings in Hispanic Literature (1-6)

Choose at least two of the following:

- SPAN 355 Spanish Civilization (1-4)
- SPAN 356 Latin American Civilization (1-4)
- 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 301 Topics in Language (1-4)
- SPAN 310 Conversation and Composition (1-4)
- SPAN 393 Individual Study Abroad: Spanish I (1-6)
- SPAN 394 Individual Study Abroad: Spanish II (1-6)
- SPAN 401 Topics in Linguistics (1-4)
- SPAN 493 Individual Study Abroad: Topics in Language and Linguistics (1-6)

Choose at least one of the following:

- SPAN 402 Topics in Spanish Peninsular Literature (1-4)
- SPAN 495 Individual Study Abroad: Topics in Spanish Peninsular Literature (1-6)

Choose one at least of the following:

- SPAN 403 Topics in Spanish American Literature (1-4)
- SPAN 494 Individual Study Abroad: Topics in Spanish American Literature (1-6)

Required for Major (Electives, 12 credits)

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

Required for the Major:

Students must demonstrate "intermediate-high level speaking proficiency" as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages or equivalent.

Required for the Major:

First-hand experiences with the target cultures.

Required for Major (Professional Education, 30 credits):

See the **Secondary Education** section for admission requirements to Professional Education and a list of required professional education courses.

Minor in Spanish Education

Spanish Education (44 credits)

Required for Major:

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

Required for Major (44 credits):

- MODL 460 Methods of Teaching Modern Languages (3)
- MODL 461 Applied Modern Language Teaching Methods (1)
- MODL 462 Foreign Language Elementary School Methods (3)
- MODL 463 Applied Foreign Language Elementary School Methods (1)

→ Choose at least one of the following:

- SPAN 365 Selected Readings (1-4)
- SPAN 395 Readings in Hispanic Literature (1-6)

Choose at least two of the following:

- SPAN 355 Spanish Civilization (1-4)
- SPAN 356 Latin American Civilization (1-4)
- 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 Spanish Composition and Conversation (4)
- SPAN 310 Conversation and Composition (1-4)
- SPAN 393 Individual Study Abroad: Advanced Spanish I (1-6)

Choose at least one of the following:

- SPAN 301 Topics in Language (1-4)
- SPAN 394 Individual Study Abroad: Advanced Spanish II (1-6)
- SPAN 401 Topics in Linguistics (1-4)
- SPAN 493 Individual Study Abroad: Topics in Language and Linguistics (1-6)

Choose at least one of the following:

- SPAN 402 Topics in Spanish Peninsular Literature (1-4)
- SPAN 495 Individual Study Abroad: Topics in Spanish Peninsular Literature (1-6)

Choose at least one of the following:

- SPAN 403 Topics in Spanish American Literature (1-4)
- SPAN 494 Individual Study Abroad: Topics in Spanish American Literature (1-6)

Required for Major (Electives, 12 credits)

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

Required for the Major:

Students must demonstrate "intermediate-high level speaking proficiency" as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages or equivalent.

Required for the Major:

First-hand experiences with the target cultures.

Required for Major (Professional Education, 30 credits):

See the **Secondary Education** section for admission requirements to Professional Education and a list of required professional education courses.

Required Minor: None.

Approved Elective List:

SPAN 255 and SPAN 257 courses withdrawn (no longer offered)

- SPAN 201 or
- SPAN 293
- SPAN 202 or
- SPAN 294
- SPAN 210w
- SPAN 256
- SPAN 299**
- SPAN 301
- SPAN 310
- SPAN 365
- SPAN 393
- SPAN 394
- SPAN 395
- SPAN 401*
- SPAN 402*
- SPAN 403*
- SPAN 492*
- SPAN 493*
- SPAN 494*
- SPAN 495*
- SPAN 496
- SPAN 497
- SPAN 499

MSU Department of Modern Languages
Assessment Plan—BA, BS Spanish and BS Spanish Education

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/ Criterion of Achievement	What is Hoped to Be Learned?
<p>1. Students will develop an oral proficiency level equivalent to the intermediate-high level based on ACTFL proficiency guidelines.</p>	<p>C-2</p>	<p>U-1, U-7</p>	<p>Oral skills assessment and situational role-plays, presentations, interviews that determine level.</p>	<p>BS Spanish Education 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. Currently, only BS Spanish Education students are assessed before they apply for graduation. BS Spanish Education students may also request an official OPI through ACTFL. A certificate of the level will be required before graduation if the student does not have</p>	<p>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. BS Spanish Education students are tested for intermediate -mid oral proficiency before being admitted to methods courses and their official assessment occurs the semester they apply for graduation.</p>	<p>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.</p>	<p>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 ACTFLs descriptors for advanced-low by graduation.</p>

<p>2. Students will acquire competence in advanced Spanish grammar, language usage and linguistics and demonstrate their ability to write organized essays at the paragraph level on a variety of topics. Students will be able to conduct basic morphological and syntactic analysis of Spanish sentences and have a basic knowledge of linguistic topics (phonology, morphology, syntax, semantics, sociolinguistics).</p>	C-2	U-1, U-7	<p>Assessment of writing competence, syntax and morphology is conducted in Spanish 210w, 301, 310, 393 and 394 through objective tests and written composition. Compositions are scored on a rubric and students must meet competency goal level 3. Assessment of linguistics will be conducted in 401. Assessment will be based on scores on quizzes, exams.</p>	BA, BS and BS Spanish education students are assessed in these courses.	Data collected annually; Review done in year 4 of five year cycle	Score and level of improvement to be determined after initial data gathered; Measurement should show substantial improvement after completion of 210w, 301, 393 or 394 and 401. Writing should be able to be understood by a native speaker familiar with errors made by non-native speakers of Spanish.	Once base-line data are gathered, it is hoped that we can determine the flexibility, control and technical language skills of the students in the area of writing, grammar usage and linguistic analysis.
<p>3. Students will demonstrate knowledge of the diverse cultures of the Spanish-speaking world (including the US).</p>	C-1, C-2	U-1, U-2, U-5	Objective tests and essays in Spanish 355, 356, 496, 497.	Minors BA, BS Spanish students BS Spanish Education students	Data collected annually; Review done in year 3 of five year cycle	Score and level of improvement to be determined after initial data gathered. Measurement should show substantial improvement after completion of civilization courses 355, 356, 496 or 497.	Once base-line data are gathered, it is hoped that we can determine the breadth of knowledge of diverse cultures of the Spanish-speaking that students control and the application of this information for future careers.
<p>4. Students will demonstrate their ability to read, hear and analyze literary and other cultural texts in Spanish from a variety of</p>	C-1, C-2	U-1, U-2	Review of student papers and presentations concerning short analysis of poems, novels, short stories, plays, films, etc. Critical thinking and analysis will be practiced in	BA, BS Spanish BS Spanish Education	Data collected annually; Review done in year 2 of five year cycle	Score and level of improvement to be determined after initial data gathered; Measurement should show substantial improvement after	Review of demonstrated analysis will provide information on the student's ability to read and interpret written language for native

<p>Spanish-speaking countries (including the US).</p>			<p>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.</p>	<p>BS Spanish Education</p> <p>The program hopes to add this requirement to BA,BS Spanish in the next year.</p>	<p>Data collected on a semester basis. Review done in year 1 of five year cycle</p>	<p>completion of 402, 403, 494 and 495.</p>	<p>speakers and near-native speakers of Spanish.</p>
<p>5. Students will demonstrate an ability to function in the target culture through study abroad or through a domestic target-language experience.</p>	<p>C-1, C-2, C-3</p>	<p>U-2, U-5</p>	<p>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.</p>			<p>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.</p>	<p>Evaluations will provide a snapshot of student development in the cultural environment, which should provide insights to the student's integration of skills.</p> <p>Self-evaluations should also provide information about student readiness for Spanish in their chosen career or graduate program.</p>

*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.



MEMORANDUM

TO: MEMBERS OF THE CURRICULUM
COMMITTEES
FROM: SANDRA L. MULLINS *Sandra Mullins*
CHAIR, K-12 AND SECONDARY PROGRAMS

DATE: November 1, 2007

RE: Curriculum Changes in the Spanish Teaching Degree Program

The department of K-12 and Secondary Programs is aware of the changes in the curriculum for the Spanish Teaching degree program and supports the changes. They will not impact the KSP program.

Department of Modern Languages
November 1, 2007

The Department of Modern Language faculty met on Thursday, November 1, at 8:00 a.m. in AH223A.

Present: Bibbee, Grabowska, Heise, Janc, Kramer, Pick, Smidt, Taylor, Tomany

Absent: Contag, Longwell

Spanish Search: The department is expecting the Spanish position search to be approved shortly. Once officially approved, we will have to act quickly to get the information out. It was decided that the Search committee will consist of: Heise, Taylor, Contag, Grabowska, Smidt and Pick.

ESL 210: It was announced that ESL 210 will be offered this spring semester and taught by a teaching assistant who will be assisted by Amy Mukamuri.

French Andreas request: Janc proposed bringing in Georges Liberman who is a CEO of Xiring, which is a computer company based out of Paris. He has spoken with Computer Science and International Business and the Dean of the College of Business who all seem interested. He is proposing that the Andreas fund would fund approximately \$1,200 along with help from the College of Business. It was moved and approved that we go ahead with this proposal with Janc giving a more detailed budget so it can be presented to the dean.

German Elective Course: Kramer updated faculty on German proposal.

Spanish Curriculum Proposal: Spanish is proposing minor bulletin changes. The department moved and approved that both the German and Spanish proposals be approved and moved forward.

Pick volunteered to represent Modern Languages at the Arts and Humanities Curriculum committee on Friday.

Vive el Español: Hanna gave an overview of the evenings events. She encouraged faculty to announce this event to their students and for faculty participation. Hanna also reminded people of the Day of the Dead altar and presentations that are scheduled for tomorrow in the CSU 269.

Poetry Recital: Tomany reminded everyone that the Poetry Recital is set for November 13 and that she is looking for poems to be submitted as soon as possible.

Open Enrollment deadline is November 7.

Bullying Survey will be coming out next week. Please take the time to complete.

Foundation Dollars: The faculty were asked to think about how they would like to see the money used. Further discussion on this will be held at the next meeting.

The meeting adjourned at 8:55.

Theresa Dickey

Date: Oct. 31, 2007

Re: Curriculum proposal (Changes to the Spanish BA, BA, BS Education, Minor)

To Modern Language faculty members:

The Spanish program has decided to propose only minimal changes to the major and minor until we are all on campus next semester. However, we have some "housekeeping" changes to make to the bulletin copy for our programs. I have summarized them here for you and left copies of the proposals on Theresa's desk. I will ask Jim to put the approval of the proposed changes on the agenda for tomorrow's meeting. The A & H Curriculum Committee had its final meeting today, but may be willing to do an email vote to meet the Nov. 5th deadline for us.

I have highlighted the changes with an arrow on the proposed changes to each program proposal. You will find the program's proposed changes on pages 5 and 6 of each proposal packet.

Proposed changes to BA, BS Spanish and BS Education

1. To clear up a bulletin misprint. Students select either 365 Selected Readings or 395 (the overseas equivalent). The program has never required both in practice but the bulletin still continues to read that we do.
2. To withdraw 2 courses we no longer use in the program (housekeeping). We propose to withdraw Spanish 255 and Spanish 257. These courses were associated with our Mexico program. The proposed elective list reflects the withdrawal of these courses.
3. We have divided the required skills courses into two areas. The first is focused on conversation and composition. The second is focused on language and linguistics. The rationale is that the overall preparation of our majors will be more consistent.

Proposed changes to the Spanish minor

1. We removed Spanish 365: Selected Readings from the options for Civilization courses. This was a misprint in the bulletin. 365 will still be among the electives for minors.
2. 210w was added to an option for a skills course for the minor.
3. To withdraw 2 courses we no longer use in the program (housekeeping). We propose to withdraw Spanish 255 and Spanish 257. These courses were associated with our Mexico program. The proposed elective list reflects the withdrawal of these courses.