

13-33c

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 12-1300
LSC Action-Date: AP-5/2/13	UWUCC Action-Date: App-10/29/13 Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Marveta Ryan-Sams (Chair of DUCC), Christina Huhn (proposer)	Email Address mmryan@iup.edu, huhn@iup.edu
Proposing Department/Unit Department of Foreign Languages	Phone 7-2325 (Ryan-Sams), 7-5596 (Huhn)

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: SPAN 102 Elementary Spanish II.
Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:
Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		2-21-13
Department Chairperson(s)		2-22-13
College Curriculum Committee Chair		3-6-13
College Dean		3/6/13
Director of Liberal Studies (as needed)		10/21/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Received	10/29/13 Received

OCT 15 2013

APR 22 2013

Liberal Studies

Liberal Studies

PART II: Description of Curriculum Change
Item 1: SPANISH 102 – NEW SYLLABUS OF RECORD

I. Catalog Description

SPAN 102 Elementary Spanish II

4c-01-4cr

Prerequisite: SPAN 101, or the equivalent as established by departmental placement examination

A continuation of SPAN 101. Students learn to express past and future time and continue to learn about Hispanic countries and their cultures. Attendance is required. Students may not register for or take a D/F repeat in SPAN 102 when credit has already been received for a higher-numbered course.

II. Course Outcomes

At the completion of Spanish 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded Spanish;
2. speak Spanish with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations using any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - a. describe people in terms of their appearance and their physical and mental health;
 - b. list present and past activities of self and others, including daily routine and leisure-time activities;
 - c. ask questions to obtain specific information about persons, places, and things;
 - d. describe foods and meals, and order food in a restaurant;
 - e. use appropriate pronouns to avoid the unnatural repetition of nouns;
4. communicate effectively in written form through paragraphs about events that occurred in the past;
5. recognize the relationships among selected products, practices, and perspectives of the cultures studied;
6. compare and contrast selected aspects of the cultures studied with their own culture.

Outcomes 1-4: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-4 (language-related outcomes): As ***Informed Learners***, students acquire knowledge of vocabulary and grammar. As ***Empowered Learners*** in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 5:

Students will be able to recognize the relationships among selected products, practices, and perspectives of the cultures studied.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 5: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 6:

Students will be able to compare and contrast selected aspects of the cultures studied with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners*:

Rationale for Outcome 6: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*)

III. Detailed Course Outline (56 class hours)

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; the cultural topics listed here are examples.

Review of basic skills from SPAN 101 (3 hours)

Unit 1: What should we eat? (12 hours)

- Vocabulary: food names, food descriptors, expressions used in restaurants
- Grammar: Stem-changing verbs, direct object pronouns
- Communicative skills emphasized in this unit: describing foods, ordering food in a restaurant.
- Culture: Venezuela and the Dominican Republic (origins of common foods, typical dishes and food customs in Caribbean countries)

Unit 2: Living Well: Health and routine (12 hours)

- Vocabulary: time, daily routine, stress and relaxation, the weather, the body, common illnesses and remedies

- Grammar: reflexive verbs, *saber vs. conocer, ser vs. estar*
- Communicative skills emphasized in this unit: describe people in terms of their appearance and their physical and mental health, list present activities of self and others, including daily routine and leisure-time activities.
- Culture: Bolivia (typical daily routines; attitudes toward punctuality; ethnic diversity in Bolivia; changes in political, social, and economic issues in Bolivia)

Unit 3: Markets and Modernity (13 hours)

- Vocabulary: clothing, footwear, jewelry, accessories, shopping (in stores and online), traditional crafts markets (*mercados de artesanías*), numbers 100 to 1,000,000
- Grammar: indirect object pronouns, *gustar, quedar*
- Communicative skills emphasized in this unit: communicating effectively in everyday shopping situations, expressing simple preferences, and asking questions about merchandise.
- Culture: Mexico (marketplaces, shopping options, shopping practices like negotiating prices; social, economic, and political changes in Mexico)

Unit 4: Rhythm of Life (13 hours)

- Vocabulary: sports, hobbies, parties and entertainment
- Grammar: verbs that are irregular in the preterit, verbs that have stem-changes in the preterit, affirmative and negative expressions, review of *gustar*
- Communicative skills emphasized in this unit: listing present and past activities of self and others.
- Culture: Puerto Rico (typical sports and pastimes, Puerto Rican and Caribbean musical trends, Puerto Rico's status as a commonwealth of the United States, important sports figures like Roberto Clemente)

Review and Practice for Final Oral Interaction (2 hours)

Final Oral Interaction (1 hour)

Final Written Exam (2 hours)

IV. Evaluation Methods

a) Student Outcomes Assessment Matrix for Spanish 102

COE-ET Conceptual Framework Component	ACTFL/ NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a.	3,4,5,6,7,8,10	1	Formative Activities**; written exams
1.a.	1.a.	3, 5	2	Formative Activities; Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3a	Formative Activities; Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3b	Formative Activities; Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3c	Formative Activities and Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3d	Formative Activities Final oral interaction
1.a.	1.a.	3,4,5,6,7,8	3e	Formative Activities; Final oral interaction
1.a	1.a.	3,4,5,6,7,8,9,10	4	Formative Activities; Compositions; Written Exams
1.a	1.a.	9,10,11,14	5	Formative Activities Written Exams
1.a	1.a.	9,10,11,14	6	Formative Activities Written Exams

Assessment that appears in bold is designated for mean and score range aggregated reporting.

**Formative activities may include listening, reading, writing, or speaking activities.

b) Evaluation Criteria

Unit Exams (3)	40%
Final Written Exam	15%
Quizzes	10%
Final Oral Interaction (Key Assessment)	15%
Participation (as defined by instructor)	10%
Homework (online workbook, etc.)	10%

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class. The Final Oral Interaction must count for 15% of the overall grade, but the names and weights of the other categories may vary. Homework assignments, quizzes, and exams will assess students' knowledge of

vocabulary, grammar, and culture, as well as their listening and reading comprehension skills and writing abilities. The oral interaction will assess their verbal and aural skills.

c) Final Oral Interaction (FOP) (See Sample Assignment)

V. Sample Grading Scale

<u>Grading Scale</u>	
91 – 100	= A
82 – 90	= B
73 – 81	= C
64 – 72	= D
0 – 63	= F

VI. Attendance Policy

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks, Supplemental Books, and Readings

Required textbooks:

Ramos, Alicia and Davis, Robert. *Portafolio: Lo último en español*. Student Text. McGraw-Hill, 2009.

CENTRO: Online Workbook and Lab materials. www.mhcentro.com . Access to this online resource must be purchased.

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. In keeping with the spirit of this requirement, each faculty member will incorporate pedagogically appropriate materials that allow student learning to extend beyond textbook-based activities. Some sample activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, rain forests, holidays, current events) and bring their findings to class for a discussion or activity.
- Asking students to locate or to read background information on a particular well-known person or cultural product; students would bring the information to class for an oral communication activity. For example: information on fashion designer Oscar de la Renta for a discussion on fashion; or information on Pablo Neruda prior to reading one of his poems; or information on singer Gloria Estefan prior to a discussion on her family or her music; or information on baseball player Roberto Clemente or on actor Antonio Banderas for discussions of their lives and contributions.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

IX. Bibliography

- American Council on the Teaching of Foreign Languages. (2010, May 22). *Position statement on use of the target language in the classroom*. Retrieved October 9, 2012, from <http://www.actfl.org/i4a/pages/index.cfm?pageid=5151>
- American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>
- Aski, J. M. (2003). Foreign Language Textbook Activities: Keeping Pace with Second Language Acquisition Research. *Foreign Language Annals*, 36, 57-65.
- Bragger, J.D. & Rice, D.B. (2000). Foreign language materials: Yesterday, today, and tomorrow. In R.Terry (Ed.), *Agents of change in a changing age* (pp. 107-140). Lincolnwood, IL: National Textbook Company.
- Ellis, R. (2008). *Principles of instructed second language acquisition*. Center for Applied Linguistics Digest. Washington, DC, December. Retrieved from http://www.cal.org/resources/digest/digest_pdfs/Instructed2ndLangFinalWeb.pdf.
- Fernández, C. (2011). Approaches to grammar instruction in teaching materials: a study in current L2 beginning-level Spanish textbooks. *Hispania*, 94(1), 155-170.
- Hadley, O. (1993). *Teaching language in context*. Boston, MA: Heinle & Heinle.
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st Century*, (3rd ed.). Lawrence, KS: Allen Press.
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st Century*. Yonkers, NY: Author.
- Rubio, F., Passey, A., Campbell, S.(2004). Grammar in disguise: the hidden agenda of communicative language teaching textbooks. *RAEL (revista electrónica de lingüística aplicada)*, Year 2004, Number 3. P. 158-176. Retrieved on June 30, 2011, from http://dialnet.unirioja.es/servlet/fichero_articulo?articulo=1396249&orden=28335
- Salaberry, R. (1997). The role of input and output practice in second-language acquisition. *Canadian Modern Language Review*, 53, 422-453.
- Shrum, J. L. & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction*. (4th ed). Boston: Cengage.
- Walz, J. (1996). The classroom dynamics of information-gap activities. *Foreign Language Annals*, 29, 481-494.
- Wong, W. & VanPatten, B. (2003). The evidence is in: Drills are out. *Foreign Language Annals* 36 (3), 403-423.

PART II, Item 2: Summary of proposed revisions

1. The last official syllabus of record on file for SPAN 102 is from 1990. (A sentence was added to the end of the course description in 2004.) The course outcomes were revised from the last syllabus of record, now listing more specific skills that students must demonstrate. The course outcomes remain aligned with the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL), and reflect currently accepted teaching practices. The outcomes are now also aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) so that the course can be considered as a Liberal Studies Elective in the category of Oral Communication.
2. The course outline, the evaluation methods, and the bibliography are also updated.
3. This proposal adds language regarding non-textbook readings that are used in foreign language courses. The inclusion of non-textbook materials must be interpreted in the broadest sense possible for foreign language courses.

PART II, Item 3: Justification for the revisions

The revisions are needed to update the course outcomes to current standards for foreign language teaching and for the new Liberal Studies Elective categories.

This course is a currently approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for the *Oral Communication* category. Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to attract potential majors and minors.

The course outcomes for Spanish 102 are based on the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific course content.

**PART II, Item 4: The old syllabus of record from 1990, and a subsequent catalog description change from 2004.
(See the following 5 pages).**

PART II, Item 5: Liberal Studies course approval form and checklist are on the final pages of the proposal.

PART III: Letters of support. None. These changes do not affect any other departments.

Sample Assignment: Final Oral Interaction

All Spanish 102 courses include a final (cumulative) oral communication assessment, which requires students to demonstrate their functional language ability developed throughout the course. This assignment is worth 15% of the final course grade. All faculty teaching Spanish 102 use the same role-play scenarios/situations and grading rubric for this assignment.

In the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final lasts between 7 and 15 minutes. The student is presented with five situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role play described on the card. In that conversation the student will have the opportunity to demonstrate the extent to which he or she has met the course's stated objectives.

This interaction will be graded using the following criteria (on the next page):

Rubric for the Evaluation of Final Oral Interaction (Key Assessment):
SPAN 101, 102, 201
Department of Spanish – Indiana University of PA (Revised Fall 2007)

Student Name: _____ **Section:** **001** **002**

	TARGET 4 = Exceeds Expectations	ACCEPTABLE 3 = Meets Expectations (High)	ACCEPTABLE 2 = Meets Expectations (Low)	UNACCEPTABLE 1 = Does Not Meet Expectations
Task completion <i>Self-directedness and thoroughness in fulfilling the requirements of the situation</i> Score =	Completes all required tasks without prompting or questioning by the instructor. Provides the details essential to the situation.	Completes all required tasks but with some prompting and/or questioning OR completes the majority of required tasks without prompting and/or questioning.	Completes half of required tasks without prompting and/or questioning OR completes a few required tasks with prompting and/or questioning.	Does not complete any required tasks, even with prompting and/or questioning.
Interpersonal Communicative Strategies <i>Participation and responsiveness in conversation; ability to clarify misunderstanding</i> Score=	Participates actively and responds in conversation. Clarifies meaning by restating and adding details. Asks for clarification as needed and responds appropriately.	Participates actively and responds in conversation. May clarify by restating and adding details. May ask for clarification and respond appropriately, although with some hesitation.	Participates and responds but may avoid attempts at clarification. Hesitates and may not respond appropriately and/or hesitation interrupts flow of conversation.	Participation mainly limited to responding. Avoids attempts at clarification.
Vocabulary <i>Appropriateness, variety and amount of vocabulary used in context</i> Score =	Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of vocabulary.	Uses appropriate variety and range of vocabulary for the context or in order to complete the task.	Uses a limited range of vocabulary and lacks variety in order to complete the task.	Uses a very limited amount of vocabulary lacking any range or variety and/or vocabulary is not appropriate for completing the task.
Grammar <i>Patterns* of errors in grammatical structures (e.g., sentence/question formation, verb tense/conjugation, agreement)</i> Score=	There are no patterns of errors in structures targeted in the course. A few minor errors may be present but they do not affect comprehensibility of the message (at least 90% accuracy overall).	There are one or two patterns of errors in structures targeted in the course. Some errors are present that may affect comprehensibility of the message (at least 75% accuracy overall).	There are several patterns of errors in structures studied in the course. At least half of message is still comprehensible (at least 50% accuracy overall).	There are major patterns of errors in structures studied in the course. These errors compromise the comprehensibility of the message (less than 50% accuracy overall).
Comprehensibility <i>Degree to which the message is understood by those accustomed to interacting with language learners</i> Score =	Responses are understood and there are no major pronunciation errors or examples of English interference.	The majority of responses are understood and there are a few pronunciation errors and/or examples of English interference but they do not affect comprehensibility of much of the message.	There are several patterns of pronunciation errors and/or English interference. A speaker may need to ask for repetition. A part of the message may be difficult to understand.	There are many patterns of pronunciation errors and/or English interference. A speaker may experience difficulty in understanding the message, even with repetition.
Total raw score		Converted score		

***Patterns of errors refer to multiple occurrences of the same type of error in various tasks (e.g., verb tense, verb forms, noun/adjective agreement).**

**IUP Department of Foreign Languages: SPAN 101, 102, 201
Final Oral Interaction: Percentage & Letter Grade Conversions***

Raw Rubric Score	Grade Book Score or Percentage	Grade Book Letter Grade
20	100	A
19	97	A
18	95	A
17	92	A
16	90	B
15	87	B
14	84	B
13	82	B
12	79	C
11	77	C
10	74	C
9	71	C
8	69	D
7	66	D
6	64	D
5	61	F

Note: A percentage of zero (0%) and a Letter Grade of F will be given if the student attends the final oral interaction but makes no attempt to speak Spanish, or if the student does not attend the final oral interaction.

*These conversions are based upon this rubric formula: $(\text{Total Points} \times 52) / 20 + 48 = \text{_____} \%$

Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.*

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

In order to assure basic course equivalency, all sections of Spanish 102 utilize the same textbook, online workbook, and grading scale. Additionally, faculty teaching the course use the same role play scenarios/situations and scoring rubric for the Final Oral Interaction, which is the Key Assessment for this course.

2. *Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion. The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities*

Spanish 102 does not lend itself to detailed discussion of gender and ethnic issues. However, diversity is acknowledged in the textbook: men and women, and people of various racial and ethnic backgrounds are featured in photographs, cultural selections, and brief video interviews. Additionally, course content includes information about well-known women in the Spanish-speaking world.

3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.*

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. In keeping with the spirit of this requirement, each faculty member will incorporate pedagogically appropriate materials that allow student learning to extend beyond textbook-based activities. Some sample activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.

- Having students research an aspect of a particular topic (i.e. immigration, rain forests, holidays, current events) and bring their findings to class for a discussion or activity.
 - Asking students to locate or to read background information on a particular well-known person or cultural product; students would bring the information to class for an oral communication activity. For example: information on fashion designer Oscar de la Renta for a discussion on fashion; or information on Pablo Neruda prior to reading one of his poems; or information on singer Gloria Estefan prior to a discussion on her family or her music; or information on baseball player Roberto Clemente or on actor Antonio Banderas for discussions of their lives and contributions.
4. *If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?*

This is an introductory course. It is expected that most language majors will begin study in a higher level language course. A student declaring a major at this level would be expected to continue language study in more advanced courses in order to develop an appropriate level of functional language ability appropriate to their careers, whether for use as a language teacher or in another profession.

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

 X Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

 X Course syllabus in UWUCC format

 N/A UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

 X Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

 X Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.



Indiana University of Pennsylvania

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Foreign Languages
Sutton Hall, Room 455
1011 South Drive
Indiana, PA 15705-1045
724-357-2325 Fax: 724-357-1268

April 19, 2013

Dr. David Pistole, Chair
Liberal Studies Committee

Dear Dr. Pistole and Members of the Liberal Studies Committee:

It has come to our attention that there is a problem with a statement in the 2012-13 Undergraduate Catalog in the section about Liberal Studies Electives (on page 40). The problematic statement reads: "No course prefix may be used more than once, except for intermediate-level foreign language prefixes (FRNC, GRMN, ITAL, and SPAN), which may be used twice." The Department of Foreign Languages has recently made changes in its curriculum that necessitate a clarification in the Liberal Studies requirement.

In the past two years, the Department has submitted proposals to change the CHIN, FRNC, and GRMN course sequences from a series of four 3-credit courses to a series of three 4-credit courses, so as to align with SPAN course sequence. The Department has also proposed the creation of three 4-credit courses for Japanese (JAPN). In the sequences, the 102 courses are not designated as intermediate level, but rather as Elementary II, and in the case of French, FRNC 102 Basic French II. The 201 courses are designated as Intermediate. All of the 102 and 201 courses are being proposed as Liberal Studies Electives in the category of Oral Communication.

The Department recommends that the statement be changed to read: "No course prefix may be used more than once, except for foreign language prefixes (CHIN, FRNC, GRMN, JAPN and SPAN), which may be used twice." This wording would allow students to count both the 102 and 201 courses as Liberal Studies courses.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Marveta Ryan-Sams".

Marveta Ryan-Sams, Chair
on behalf of the Foreign Languages
Department Undergraduate Curriculum Committee