

Proposal for a Spanish Major in Language and Culture
Department of World Languages and Cultures
13 November 2018

Submitted by Marc Pinheiro-Cadd, Chair and Associate Professor of German, on behalf of the WLC faculty: Safwan Abdullah (Adjunct Instructor of Arabic), Sarah Baldi (Adjunct Instructor of German), Natalie Benson (Adjunct Instructor of French), Polly Brekke (Adjunct Instructor of ASL), Makhmoud Dia (Adjunct Instructor of French), Eduardo Garcia (Associate Professor of Spanish), Anastasia Izmaylova (Adjunct Instructor of Spanish), Ibrahim Khalaylih (Adjunct Instructor of Arabic), Inbal Mazar (Assistant Professor of Spanish), Victor Medina (Adjunct Instructor of Spanish), Frances Rockey (Adjunct Instructor of German), Chinatsu Sazawa (Associate Professor of Japanese), Amy Schumann (Adjunct Instructor of Spanish), Stefano Vignati (Adjunct Instructor of Italian), Lili Zhang (Adjunct Instructor of Chinese),

Program Description

The proposed Spanish major will equip students for a large variety of positions in industry, social work, medical institutions, and government where advanced proficiency in the Spanish language is required. Students will also be prepared to continue the study of Spanish or a related field in graduate school. They will develop proficiency in listening, speaking, reading, and writing in Spanish, as well as knowledge and appreciation for the rich heritage of the cultures of Latin America and Spain.

Program Contribution to the University's Mission

The proposed Spanish major will support and advance Drake University's mission in many ways. Most importantly, responsible global citizenship requires proficiency in a world language, as well as an awareness and understanding of cultural factors that shape individuals and societies.

According to Gugulethu Jemaine Nyathi, writing in the *United Nations Chronicle* (January 2018), "It is clear that despite our established borders, cultures and languages do not and cannot exist entirely independently. The effects and repercussions of decisions made in one part of the world ripple throughout the rest of the planet and affect us all in one way or another. With this in mind, we are made conscious of the immense responsibility held not just by our leaders but also by us as individual citizens. We ought to come to the realization that whatever duties and obligations we have towards our societies, they inevitably carry considerable meaning and influence beyond our immediate surroundings."

The concept of global citizenship is one that I believe should now be more prominent than ever. As we bear witness to the effects of our actions on the environment, on our societies and on each other, being aware of the scale of our impact and using this awareness for good is of the utmost value. . .

So what role in all this does multilingualism play? . . . In any relationship, in whatever context and on whatever scale, communication is of substantial value. To be able to communicate effectively using different languages is not only instrumental in terms of accurate communication, but the journey of acquiring the skill itself will do wonders for your point of view and levels of appreciation of every culture . . .

Striving to gain knowledge of languages and cultures beyond what I had seen or been told, I learned not to take at face value first impressions and deep-rooted stereotypes. I finally understood that no matter how difficult a task it may seem, learning a new language is a process that, when completed, leaves you incredibly enriched . . .

I reiterate that with every language you learn your world view becomes broader. With this perspective comes a deeper sense of not only an understanding of the language and culture you have studied, but respect for every single language and culture in the world. Once you have taken even a single step in someone else's shoes, it becomes entirely more difficult to revert to selfishness and prejudice than to be considerate and respectful.

We all need to increase the scope of our consideration and concern beyond ourselves, and our geographical and cultural borders to become and to regard ourselves as true global citizens. What better way to achieve this than by expanding our knowledge and understanding of languages and cultures beyond our own?"

The faculty of the Department of World Languages and Cultures fully supports the beliefs expressed above. The relationship between languages and cultures is indisputably vital component of global citizenship.

In addition, our department relies on active learning pedagogy to provide an exceptional learning environment for our students in a wide variety of classes. Collaborative learning is at the heart of language and culture studies, and this work happens inside and outside of the classroom. Through personal mentorship, connections with the community, and civic engagement, our Spanish majors will be empowered to utilize their language skills and cultural awareness in their professional and personal lives.

Impact on Students

Unique Aspects and Opportunities

Offering a Spanish major would enhance Drake's undergraduate experience, both in terms of an expanded curriculum for current students and in terms of attracting students who might otherwise not come to Drake.

We anticipate that many Spanish majors will combine their studies in the major with other areas where knowledge of Spanish and understanding of cultural differences are essential, including but not limited to career opportunities in health care, business, government, education, and travel or communications, in both domestic and international contexts. Students will become responsible global citizens and realize their responsibilities in their world.

Having Spanish as a second major will be attractive to students across the colleges and their disciplines, e.g., for students in the College of Pharmacy and Health Sciences, School of Journalism and Mass Communication, International Relations, International Business, and the School of Education. There are also numerous disciplines within the College of Arts and Sciences that complement a major in Spanish, e.g., history, sociology, and psychology.

Historically, the Department of World Languages and Cultures has worked closely with the College of Pharmacy and Health Sciences. As such, the Department currently offers courses such as “Spanish Medical Terminology” and “Spanish for Healthcare” that are highly attractive to emerging health professionals. We will continue to develop a robust curriculum in this area and anticipate great interest in the Spanish major among students in the health sciences.

Evidence for Program Demand and for Ability to Attract High Quality Students

Spanish is the language most spoken in the United States after English. Current Drake students and prospective students have expressed great interest for majoring in Spanish. A survey conducted by the Department of World Languages and Cultures among current Spanish students in fall 2018 indicated that 38 students would be interested in adding a Spanish major were it offered. Twelve students are currently pursuing individualized Spanish majors.

The Department of World Languages and Cultures administered a poll of current Spanish students in the fall of 2018. Within one week, 38 of those students indicated they would be interested in adding a Spanish major were it offered. Twelve students are currently pursuing individualized Spanish majors.

Through the Slate database, the Office of Admission is able to track the intended major(s) of prospective students. During the current recruiting year, 31 students expressed an interest in having either a first or second major in Spanish, according to Deputy Provost Keith Summerville. If we were to assume, based on the current yield rate, that six of these students would have chosen Drake based on the offering of the Spanish major, we would have yielded more than \$136,000 in the 2018-2019 year (based on the admission five-year average with the regularly discounted tuition).

Introducing a Spanish minor in 2015 brought an unprecedented growth to the program. As the enrollment numbers below demonstrate, enrollments in Spanish have rapidly increased. In the fall of 2015, enrollments increased 40%, with nine sections offered. In the spring of 2018, Spanish enrollments reached 146. That number reflects an 87% increase from the fall of 2014.

Spanish Enrollments

Semester	Sections	Enrollment
----------	----------	------------

Fall 2013	6	80
Spring 2014	6	56
Fall 2014	8	87
Spring 2015	6	89
Fall 2015	9	122
Spring 2016	8	123
Fall 2016	13	138
Spring 2017	8	146
Fall 2017	10	150
Spring 2018	10	148
Fall 2018	10	148

As of the fall semester of 2018, 142 students have officially declared a minor in Spanish. The table below delineates this growth in the number of Spanish minors at Drake.

Semester	Number of Spanish Minors
Fall 2015	28
Spring 2016	55
Fall 2016	93
Spring 2017	122
Fall 2017	139
Spring 2018	140
Fall 2018	142

The data below, pulled from the Drake Institutional Scorecard in 2018, demonstrates a general trend upward in the number of students who study a language at Drake. This trend is likely correlated to the increase in the number of Spanish minors.

	13-14 Bachelor's Degree Recipients	14-15 Bachelor's Degree Recipients	15-16 Bachelor's Degree Recipients	16-17 Bachelor's Degree Recipients	17-18 Bachelor's Degree Recipients
Percent Study Abroad	12%	12%	19%	20%	19%
Percent study foreign language	14%	23%	20%	17%	24%
Percent study global academic program	5%	6%	7%	7%	6%
Percent Participating in None	77.00%	72.00%	66.00%	68.66%	65.37%
Percent Participating in One	17.00%	21.00%	25.00%	21.91%	24.33%
Percent Participating in Two	3.70%	4.00%	6.00%	6.64%	7.09%
Percent Participating in Three	2.10%	3.00%	3.00%	2.79%	3.21%
Total "one or more"	23%	28%	34%	31%	35%

Competition from Other Programs

The major in Spanish will not be likely compete for students within Drake. As we have indicated, the major will either bring students to pursue the Spanish major specifically or will serve as a natural partner for other majors/minors/concentrations at Drake.

Having a Spanish major, however, will make Drake more competitive. All of Drake's peer institutions included in the list of "Drake Benchmark Institutions" (<https://www.drake.edu/oira/institutionalresearch/drakebenchmarkinstitutions/>) offer language majors. The following numbers represent the percentage of undergraduate students studying Spanish at some of our peer and competitor institutions (source: The Modern Language Association).

Institution	Percentage
Bradley	5
Butler	17
Creighton	10
Drake	4
Elon	8
Gonzaga	4
Loyola	11
Marquette	11
St. Thomas	16
Valparaiso	8

Educational Objectives and Curriculum

Educational Objectives

Upon completing the B.A. degree in Spanish, students will be able to:

- Demonstrate an advanced level of communicative proficiency in writing, speaking, listening to, and reading Spanish, including a high degree of ability when interacting with native speakers and authentic texts;
- Demonstrate critical thinking skills by analyzing and responding to various forms of communication in Spanish, including identifying and evaluating arguments, ideas, and evidence; constructing analytical responses to Spanish texts; and pursuing research in some facet of Spanish language or culture;
- Demonstrate and apply advanced knowledge of the social, historical, political, and cultural aspects of the Spanish-speaking world and apply this knowledge to analyzing

authentic cultural aspects. Students will understand how cultural products reflect or construct aspects of the Spanish-speaking world's history, culture, and identity;

- Increase their own global engagement and citizenship by understanding the relationship between language and culture, developing a less ethnocentric perspective, and understanding their own identity better.

Admission Criteria and Process

Any admitted Drake student in good academic standing with a 2.0 GPA is eligible for admission as a major in Spanish. Students are admitted to the degree program immediately upon declaring the major.

Requirements for Spanish Major at Peer Institutions

Marquette University

Spanish Language, Literature and Culture Major

Required Courses: (15-16 credit hours)

- SPAN 2002 (Intermediate Spanish II) or 2003 (Intensive Intermediate Spanish)
- SPAN 3001 (Advanced Communication in Spanish)
- SPAN 3300 (Peoples and Cultures of Spain) or 3310 (Peoples and Cultures of Latin America)
- SPAN 3500 (Introduction to Literary Analysis in Spanish)
- SPAN 3515 (Panorama of Spanish Literatures) or 3520 (Panorama of Latin American Literatures)
- SPAN 4110 (Structure of Spanish from a Linguistic Perspective) or 4120 (Spanish Phonetics) or 4130 (Spanish Applied Linguistics)
- Electives: Five Spanish courses not previously taken.

Total Credit Hours: 33-34

Analysis: This major is more traditional than the one we propose, although comparable in terms of the credit hours required. It requires a course in literary analysis, a literary survey course, and a course in linguistics. This major is a more traditional major with an emphasis on literature.

Butler University

Spanish Major

- One "skills" course (choice of four: grammar, oral communication, business, service learning)
 - SP 300, Spanish Grammar in Context (3)
 - SP 305, Spanish for Oral Communication (3)
 - SP 315, Spanish for Business (3)
 - SP 320S, Service Learning in Spanish (3)
- Two courses in culture/literature (16 courses available)
 - SP 330, Themes in Hispanic Studies (*may be repeated with different topics*) (3)

- SP 335, Spain: Middle Ages to 1700 (3)
- SP 340, Spain: 1700 to the Present (3)
- SP 345, Analysis of Literary Genres (3)
- SP 350, Spanish American Culture (Mexico, Central America, Caribbean) (3)
- SP 355, Spanish American Culture (Southern Cone, Andean countries) (3)
- SP 360, Hispanic Film (3)
- SP 365, Hispanic Short Story (3)
- SP 370, Topics: Contemporary Hispanic Societies (*may be repeated with different topics*) (3)
- SP 420, Topics: Golden Age of Spain (*may be repeated with different topics*) (3)
- SP 430, Topics: 18th and 19th Century Spain (*may be repeated with different topics*) (3)
- SP 440, Topics: Contemporary Spanish Studies (*may be repeated with different topics*) (3)
- SP 450, Topics: Spanish-American Studies (*may be repeated with different topics*) (3)
- SP 460, Topics: 20th Century Spanish-American Studies (*may be repeated with different topics*) (3)
- SP 470, Hispanic Culture in the United States (3)
- SP 490, Seminar (*may be repeated with different topics*) (3)
- One linguistics course (12 courses available)
 - SP 325, Intro to Hispanic Linguistics (3)
 - SP 375, Spanish Pronunciation (3)
 - SP 380, Structure of Spanish (3)
 - SP 385, Intro to Varieties of Spanish (3)
 - SP 405, Spanish Sociolinguistics (3)
 - SP 415, Spanish in the USA (3)
 - SP 425, Phonetics of the Spanish Language (3)
 - SP 435, Spanish Dialectology (3)
 - SP 445, Topics in Hispanic Linguistics (3)
 - SP 455, Spanish 2nd Language Acquisition (3)
 - SP 465, Bilingualism in Hispanic World (3)
 - SP 485, History of the Spanish Language (3)
- Seven courses chosen by the student

Total Credit Hours: 33

Analysis: This major from Butler leaves more personal choice for the student than does the one from Marquette. Our proposed major also leaves more personal choice. They also offer several courses that students may repeat as the topic varies. The major consists heavily of literature and linguistics courses. The profession is moving away from this type of

curriculum, so our proposed major seems to be more current in terms of the profession than Butler's, both in terms of required curricula and student outcomes.

Degree Requirements

Credit hour requirements – 33 hours

Minimum academic standards in addition to university requirements (if applicable) – 2.67 cumulative GPA in Spanish courses

Curriculum Requirements: Program Overview, Curriculum Guide/Outline Including Drake Curriculum, and Pattern of Attendance

Students will choose a minimum of 33 total hours, which must include the capstone. Twenty-seven of them must come from the following list or be Spanish courses taken abroad, although students may opt to complete all 33 from this list. Each course is a three-credit-hour course. SPAN 052 and 140 are language courses; 140 is the prerequisite for all courses numbered above 140.

SPAN 052 – Intermediate Spanish II

SPAN 135 – Medical Terminology (currently offered as SPAN 150: Topics)

SPAN 140 – Practical Speaking and Writing

SPAN 150 – Topics (Students may repeat this course as the topic varies.)

SPAN 151 – National Identity (Students may repeat this course twice as the topic varies.)

SPAN 152 – Film (Students may repeat this course twice as the topic varies.)

SPAN 153 – Culture and Society (Students may repeat this course twice as the topic varies.)

SPAN 154 – Cultural Health Perspectives

SPAN 155 –Spanish for Business

SPAN 160 – Literature (Students may repeat this course twice as the topic varies.)

SPAN 161 - Internship

SPAN 165 – Capstone

Electives

Students may earn six hours of coursework toward the major that are taught in English and that are related to the cultures of Spain and/or Latin America. Approved courses include the following. Other courses may be approved by a WLC advisor.

COUN 145/245 - Counseling Diverse Populations: Brazil

ECON 135 – Developing Economies

ENG 066 - Reading Race & Ethnicity

ENG 083 - English In America: Language, Citizenship & Identity

ENG 163 – Trans-Cultural Literature

ENG 164/WGS 111 – Latino/a Literature

HIST 123 – Modern Mexico

HIST 124 – Aztecs Incas Mayas
HIST 125 – Colonial Latin America
HIST 126 – Modern Latin America
HIST 156 – Sex, Power, & War-Aztec Empire
HONR 073/WLC 150 – Latinos in the U.S.
SCSS 155 – Global Youth Studies
SCSS 196/WLC 196 - Travel Study Seminar – {Contemporary Urban Mexico}
WGS 140 – Liberation Theology
WLC 148 – Intercultural Communication

Students seeking an endorsement to teach Spanish may count their “Methods of Teaching Foreign Languages” course as an elective. Other courses may be approved by a WLC advisor.

Students may apply up to eight credits in Spanish through AP, CLEP, or college courses taken while in high school to the minor requirements. A minimum of 21 credits must be earned at Drake or one of Drake’s partner institutions.

We will offer some of these courses during January-Term and summer, as demand warrants.

Identify new courses to be developed. Include a curriculum calendar for each pattern of attendance for the program.

SPAN 165 (Capstone for Spanish Majors). This course will require students to compile an electronic portfolio as one component. The ePortfolio will clearly demonstrate students’ progress through their studies of Spanish with six specific criteria to be documented: reading, writing, listening, presentational speaking, interpersonal speaking, and culture. Additionally, students will write a research paper in Spanish on a topic of their choosing, to be developed with the instructor of the capstone. Three credit hours.

We will not initially offer an internship because of the issues of workload and compensation. However, if a student majoring in Spanish does an internship through another department that involves significant usage of Spanish, we will count it toward the major.

For undergraduate programs indicate how Drake Curriculum Requirements will be met.

Please see above.

Outline the potential ramifications/impact of the curriculum on delivery of other undergraduate/graduate programs, delivery of the Drake Curriculum, service learning support, or other service units.

WLC will submit all Spanish courses for inclusion in the AOI “Global and Cultural Understanding.”

Program Assessment

What are the learning outcomes for the program?

Upon completing the B.A. degree in Spanish, students will be able to:

- Demonstrate an advanced level of communicative proficiency in writing, speaking, listening to, and reading Spanish, including a high degree of ability when interacting with native speakers and authentic texts;
- Demonstrate critical thinking skills by analyzing and responding to various forms of communication in Spanish, including identifying and evaluating arguments, ideas, and evidence; constructing analytical responses to Spanish texts; and pursuing research in some facet of Spanish language or culture;
- Demonstrate and apply advanced knowledge of the social, historical, political, and cultural aspects of the Spanish-speaking world and apply this knowledge to analyzing authentic cultural aspects. Students will understand how cultural products reflect or construct aspects of the Spanish-speaking world’s history, culture, and identity;
- Increase their own global engagement and citizenship by understanding the relationship between language and culture, developing a less ethnocentric perspective, and understanding their own identity better.

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? Who interprets the evidence? What is the process for interpretation?

Students will be required to develop an electronic portfolio similar to the one required of all language minors who must take WLC 147. The syllabus for that course is attached. Essentially, students provide artifacts of their abilities in the areas of reading, writing, listening, presentational speaking, interpersonal speaking, and culture. They write reflectively about these artifacts, both individually and cumulatively.

In addition, the final research project will demonstrate their critical thinking ability, one of the learning outcomes listed above. It will also demonstrate their writing ability in Spanish.

The ePortfolio will be interpreted both by the course instructor and each student’s WLC advisor, prior to graduation. The final research project will be interpreted by the instructor of the capstone.

WLC will also work with the Office of Institutional Research and Assessment to assess learning and revise as needed.

Describe how assessment results will be utilized to improve on the program's effectiveness.

The assessment results will indicate the extent to which students are able to reach the objectives of each course. Each course provides learning outcomes taken from the “Levels of Competence” document submitted with this proposal. The document provides a progression of learning objectives as students progress through the major.

Resources

Assess the faculty strength and expertise currently available to the program and identify any additional faculty resources needed to produce a strong program known for excellence.

No additional faculty will be necessary to start the major. The capstone will be created and a tenured or tenure-track faculty member will teach it once per year on a rotating basis and it will count as one of the instructor’s three course load.

List the current faculty (tenured, tenure-track, consecutive term) Drake faculty who are expected to teach as core faculty in the new program.

The following faculty members are qualified to teach these courses required by the major:

Eduardo Garcia – SPAN 052, 140, 150, 151, 152, 153, 155, 160

Inbal Mazar – SPAN 052, 140, 150, 151, 152, 153, 154, 160

Anastasia Izmaylova – SPAN 052, 140, 150, 151, 160

Victor Medina – SPAN 052, 135, 150

Amy Schumann – SPA 052, 140, 150

Describe any space needs for the program. Coordinate cost estimates for new space renovation with Facilities.

We will not require any additional space for the major.

Describe library resources needed for the program. Coordinate cost estimates for library resources with Dean Cowles Library.

The materials currently held by the library are sufficient for the major.

Describe information technology resources needed for the program. Coordinate cost estimates for additional technology resources with Chief Information Officer.

No additional technological resources will be needed by the program.

Budget

WLC will need to have an adjunct faculty member teach one section in spring, thus allowing a full-time faculty member to teach the capstone. The cost will be \$3,000.

Include Any Additional Information for Consideration

Our students have been very generous in commenting on what we are currently doing in the department. Three samples are provided below. We could enhance the impact on our students were we able to offer a major in Spanish.

“Since graduation I’ve been working as a Language and Cultural Assistant through the Spanish Ministry of Education, Culture and Sport in Córdoba, Spain! This is my second year working in a bilingual primary school helping students develop their reading, writing and speaking skills in English. Specifically in social science, natural science and English language. I also teach them about cultural activities and holidays from our country such as going to pumpkin patches/corn mazes, Halloween, Thanksgiving and Martin Luther King Jr. Day for example. It’s incredible because they’re shocked when I teach them these things and they compare how different the two countries are and it sparks interest in them to learn more and want to visit the States to see and live these traditions. I’m here to broaden their minds and assist them on their pursuit of becoming bilingual and global citizens and I absolutely love it! The program helped me tremendously, I did only obtain a concentration because during my time the minor was still in the works! The Spanish concentration helped me lots but I think with a major I would’ve had the opportunity to take more classes and dive into deeper topics and further analysis of what we learned in the concentration. I believe I would have felt more fulfilled and informed. A Spanish major at Drake would be incredible and I would love to help in any way to make it happen!”

--former student Samantha Olea

“I spent the past three months putting my Spanish minor to task at the U.S. Embassy in Santiago, Chile, where I worked with a multicultural team to promote the commercial relationship between the U.S. and Chile. My language skills were vital in interpreting Chilean laws, customs, and import regulations, as well as for providing translation services regarding memoranda written to international dignitaries and officials.

In the Embassy, also provided critical interpreting support to a team of Special Agents from the US Department of Commerce, who came to Chile to review export licenses for products deemed sensitive to national security.

Drake's WLC Department, particularly courses offered by Prof. Mazar and Prof. Pinheiro-Cadd, did a superior job preparing me for this tremendous professional and cultural experience. As I begin my senior year, I am eager to continue to advance my Spanish knowledge on Drake's campus through the WLC program and, eventually, pursue an international career upon graduation that draws upon the unique cultural, linguistic, professional, and academic skillset I have acquired in the past four years.”

--current student Alex Freeman

“While at Drake, I took Spanish classes and cultural classes in the WLC program. I also had the opportunity to study abroad in Barcelona, Spain for a month one summer. After I graduated from Drake in May of 2016, I moved to the small town of Cehegín, in the region of Murcia in Spain in September 2016. I spent eight months there and I taught English in an elementary school. I then moved to Santiago, Chile last November. I am teaching English in a school, as well as working with an organization called Kingdom Workers. The WLC program at Drake helped to motivate me to pursue options of work in other countries and with other cultures. Both through language classes and cultural classes at Drake, I was prepared to take on the Spanish language and the different cultures when I moved to Spain and Chile. Through those classes at Drake, it made me want to go and experience these cultures. Not only am I able to use the Spanish language skills that I acquired at Drake, but I am also able to use the culture skills that I learned- whether that was in general how to handle culture shock or reverse culture shock or just from learning the general culture of these countries and learning how to adapt to new cultures. Throughout my time in Spain, I was also able to travel to other countries throughout Europe, and now in my time in Chile, I am able to travel to other countries in South America, and again, the culture classes at Drake helped me to adapt to these new situations.”

--former student Alexandria Lueck

Response Summary:

Current Course Title

Printmaking: Relief I

Approved

Current Course Department and number

Art 057

Contact person or instructor(s) for this course

Phillip Chen

Department(s) submitting proposal

Art and Design

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Prerequisite Change

Current Title

Printmaking: Relief I

New Title

Introduction to Relief Printmaking

Rationale for changing the title

To more clearly identify "Relief" as a print medium

Current Course Description

An introduction to the relief process and printing techniques. The course investigates the principles and characteristics of the major relief forms with special attention given to multiple-block, color printing. This course also provides an introduction to mono-printing. The development of individual approaches to image making will be emphasized. Prereq.: ART 13 and ART 15.

New Course Description

An introduction to relief image-making processes and printing techniques. Students will learn how to effectively carve wood, linoleum, and metal surfaces for printing, giving special attention to multiple color printmaking. An introduction to mono printing, or “press painting,” will also be offered. Original prints, from antique to contemporary, will be examined and referenced for the advancement of student creativity. The development of individual concepts will be encouraged, as well as the application of students’ cross-disciplinary interests.

Rationale for change of course description

The revised description provides more information concerning materials to be used. It includes the examination of original works of art, stresses cross disciplinary activities, and eliminates prerequisites.

Current Prerequisites

Art 13 and Art 15

Proposed Prerequisites

NONE

Rationale for change of Prerequisites

To encourage enrollment by non majors

Other reasons for change

Historically, print media has long been the primary means for the dissemination of knowledge and information. By removing prerequisites, I hope to encourage visual image-making informed by a broader range of studies.

Do you have any additional comments?

NO

Response Summary: Approved

Current Course Title

Printmaking: Intaglio I

Current Course Department and number

Art 058

Contact person or instructor(s) for this course

Phillip Chen

Department(s) submitting proposal

Art and Design

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Prerequisite Change

Current Title

Printmaking: Intaglio I

New Title

Introduction to Intaglio Printmaking

Rationale for changing the title

To more clearly identify "Intaglio" as a print medium taught at the introductory level.

Current Course Description

An introduction to the intaglio process and printing techniques. The course investigates the drawing tools, processing techniques, and printing procedures of major intaglio forms. The development of individual approaches to image making will be emphasized. Foundation course for printmaking majors.
Prereq.: ART 13 and ART 15.

New Course Description

An introduction to the processes of creating visual images on metal plate for press printing.

A complete range of intaglio techniques will be taught, including etching, utilizing both solid and liquid drawing media. Original prints, from antique to contemporary, will be examined and referenced for the advancement of student creativity. The development of individual concepts will be encouraged, as well as the application of students' cross-disciplinary interests.

Rationale for change of course description

To provide information concerning materials and media. More importantly, to include mention of the historical basis of the class and to eliminate prerequisites, encouraging students to apply their learning from other areas of the University in the print studio.

Current Prerequisites

Art 13 and Art 15

Proposed Prerequisites

NONE

Rationale for change of Prerequisites

To encourage enrollment by non-majors.

Other reasons for change

In recent years, I have experienced a significant increase in the number of non-majors enrolling in Introduction to Printmaking, where there are no prerequisites. These students have created cross-disciplinary works that are valuable and distinctive. I would like to enable this cultural dynamic to exist in all of my introductory printmaking course.

Do you have any additional comments?

NO

Response Summary:

Current Course Department and number
Art 79

Contact person or instructor(s) for this course
Robert Craig

Department(s) submitting proposal
Art and Design

Semester changes effective SP 2019

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Prerequisite Change

Current Title Sculpture I

New Title

Building Ideas

Rationale for changing the title
New title is more appealing and consistent with other course titles in the sculpture curriculum.

Current Course Description

Introduction to the basic principles and concepts of sculpture through a variety of materials and processes including life modeling, steel fabrication, and woodworking.

New Course Description

Introduction to the basic principles and concepts of sculpture through building with a variety of materials, processes, and tools.

Rationale for change of course description

Revised course description allows for a greater range of building experiences to be introduced.

Current Prerequisites

none

Proposed Prerequisites

sophomore standing

Other reasons for change

Several years ago, I removed the Art 14 prerequisite to allow non-majors to take the course but it also allowed our majors to enroll during their first year instead of completing our foundation year curriculum. This prerequisite will allow non-majors to enroll and control this sequencing issue.

Do you have any additional comments?

no

Response Summary:

Current Course Title

Printmaking: Lithography I

Approved

Current Course Department and number

ART 059

Contact person or instructor(s) for this course

Phillip Chen

Department(s) submitting proposal

Art and Design

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Prerequisite Change

Current Title

Printmaking: Lithography I

New Title

Introduction to Lithographic Printmaking

Rationale for changing the title

To more clearly identify "Lithography" as a printmaking medium taught at the introductory level.

Current Course Description

Introduction to the planographic process and printing techniques. The course investigates the principles and characteristics of stone lithography. Studio precision develops an understanding of drawing tools, processing techniques, and printing procedures of major lithographic processes. The development of individual approaches to image making will be emphasized. Foundation course for printmaking majors. Prereq.: ART 13 and ART 15.

New Course Description

An introduction to a complete range of drawing and printing techniques in the medium of lithography. In this course, students will draw using both solid and liquid media on lithographic stones and learn how to effectively process and print these images. Original prints, from antique to contemporary, will be examined and referenced for the advancement of student creativity. The development of individual concepts will be encouraged, as well as the application of students' cross-disciplinary interests.

Rationale for change of course description

To provide more information concerning materials and processes, to include the history of print media, and to eliminate course prerequisites.

Current Prerequisites

Art 13 and Art 15

Proposed Prerequisites

NONE

Rationale for change of Prerequisites

To encourage non-major enrollment.

Other reasons for change

The non-major students I have taught in Introduction to Printmaking (where there are no prerequisites)--and others--are unable to continue to study printmaking, due to the prerequisites Art 13 and art 15. My goal is to encourage cross-disciplinary creativity in each of the three introductory printmaking courses I teach beyond Introduction to Printmaking.

Do you have any additional comments?

NO

Response Summary:**Approved**

Current Course Title

COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE PROGRAMMING

Current Course Department and number

CS 130

Contact person or instructor(s) for this course

Timothy Urness

Department(s) submitting proposal

Computer Science

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Prerequisite Change

Current Prerequisites

CS 65

Proposed Prerequisites

CS 66

Rationale for change of Prerequisites

Need for advanced programming experience

Response Summary:

Approved

Current Course Title
OPERATING SYSTEMS

Current Course Department and number
CS 160

Contact person or instructor(s) for this course
Timothy Urness

Department(s) submitting proposal
Computer Science

Semester changes effective
Spring 2020

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
Prerequisite Change

Current Prerequisites
CS 066

Proposed Prerequisites
CS 130

Rationale for change of Prerequisites
Need for experience with hardware and software interface; command line programming;

Response Summary:

Approved

Current Course Title

Spanish Language and Literature

Current Course Department and number

SPAN 160

Contact person or instructor(s) for this course

Marc Pinheiro-Cadd

Department(s) submitting proposal

WLC

Semester changes effective

Fall 2019

Has this course been approved by the department(s)?

Yes

What are the changes that you are wanting to propose? Please check all that apply.

Title Change

Course Description Change

Current Title

Spanish Language and Literature

New Title

Literature

Rationale for changing the title

The current title is redundant with the prefix SPAN. The new title, being shorter, will make it easier to adjust the title as the topic varies.

Current Course Description

SPAN 160 offers an introduction to the study of Latin American literature. Literary texts have been thematically organized around the following topics: myths and legends, contemporary indigenous voices, poetry as social and political critique, magical realism, women in society, and language and identity. Through an examination of thematic organized narratives, poetry, drama, films and documentaries, we will explore basic terminology and concepts of literary analysis as well as the historical and cultural contexts of the texts under study.

New Course Description

SPAN 160: LITERATURE. (3 credit hours) This course aims to develop a deeper understanding of language, literary analysis, terminology, and concepts of literature in Spanish. Literary texts, oral tradition, and genres such as narratives, poetry, drama, testimonials, mythology and legends, and urban literature will provide a basis to explore social and historical contexts of Spanish-speaking regions and cultures. Students may repeat this course twice as the topic varies. Prerequisite: SPAN 140 or another 150- or 160-level course.

Rationale for change of course description

The current course description is limited to Latin American literature, thus precluding Spanish literature. It is also too specific in terms of the content being covered. The new description more accurately reflects the actual content and makes it clear that students may take the course twice as the topic varies.

Response Summary:

Approved

Current Course Title
Spanish for Healthcare

Current Course Department and number
SPAN 153

Contact person or instructor(s) for this course
Marc Pinheiro-Cadd

Department(s) submitting proposal
WLC

Semester changes effective
Fall 2019

Has this course been approved by the department(s)?
Yes

What are the changes that you are wanting to propose? Please check all that apply.
 Title Change
 Course Description Change

Current Title
Multilingual Societies

New Title
Culture and Language

Rationale for changing the title
The current title was created by a professor who is no longer here. It was focused on sociolinguistics and no one in the department has that speciality. The new title is more flexible in terms of students being able to take it twice.

Current Course Description

The Spanish language interacts with many other languages around the world. In Latin America, Spanish interacts with indigenous languages such as Quechua, Aymara, Tupic-Guarani, and Mayan languages. In Spain, it interacts with Basque, Catalan, and Galician. In the United States, multiple varieties of Spanish come into contact with English on a daily basis. In this course students will explore the different aspects involved in Spanish in contact situations from historical, sociological, educational, and political perspectives.

New Course Description

SPAN 153: CULTURE AND LANGUAGE. (3 credit hours) The Spanish language interacts with many languages around the world, such as Mayan, Amerindian, and other indigenous languages in Latin America; and Basque, Catalan, and Galician in Europe. In the United States, multiple varieties of Spanish interact with English. This course explores societal, religious, historical, and political contexts that arise within the shared spaces and cultures. Students may repeat this course twice as the topic varies. Prerequisite: SPAN 140 or another 150- or 160-level course.

Rationale for change of course description

The new description specifies that students may take the course twice as the topic varies. There are some other slight wording changes.

Response Summary:

Approved

Course Title

Color Theory

Course Department

Art and Design

Course Number

Art 119

Contact person or instructor(s) for this change

Robert Craig

Department submitting proposal

Art and Design

Has this course change been approved by the department?

Yes

Last time course was taught

unsure

Reason for removing the course from the catalog

The course hasn't been taught in very long time.

The course should be permanently removed from the catalog starting in what semester?

Spring 2019