INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.

4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)

5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):
Course Title: SPNS 199
Abbrev. Course Title (≤ 30 char): Experience Latin America Today
Credits: Experience L Am Today
Department Offering Course: Modern Languages
College: Letters and Science

Is this course “equivalent” to a course in the MUS System?: ☑ No

Learning Outcomes for the Course:
Culture Learning
Cross-cultural Thinking
Communicating in a Foreign Language
Academic or Professional Development
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
- SPNS 199

Course Title (for Catalog):
- Experience Latin America Today

Course Title (for Schedule of Classes, 30 characters, max.):
- Spring 2014

First Semester to be Offered:
- Spring

Restricted Entry/Consent of Instructor Required:
- Yes

Instructor’s GID (last 4 digits only):
- 7478

Department Offering Course:
- Modern Languages

College:
- Letters and Science

Is the requested course number available? (x4155 to check):
- Yes

Frequency of course offering:
- Annually

Semester(s) offered (check all that apply):
- Summer
- Fall
- Spring

Summer Options (check all that apply):
- First 6 weeks
- Second 6 weeks
- 12 weeks

Credits by mode of instruction:
- Lecture: _____
- Seminar: _____
- Independent Study: _____
- Lab/Studio: _____
- Recitation/Discussion: 1.5 - 2
- TOTAL CREDITS: 1 - 2

Primary Mode(s) of Delivery:
- Face-to-face
- Web-Enhanced (small on-line comp.)
- On-Line Only
- Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):
- M
- Tu
- W
- Th
- F
- Sa
- Su

In foreign country(ies)

Assigned Time(s):
- In foreign country(ies)

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
- SPNS 101 or SPNS 102

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Faculty-led one-to-two-week learning experience (language instruction, service learning, professional development, etc.) in Latin America. It complements faculty’s on-campus course.
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   >SPNS 199
2. Course Title
   >Experience Latin America Today I
3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

Goals of the Course

The overarching goal of this course is to provide an instructor led study abroad option that integrates experiential learning into existing classroom Spanish courses. Students enrolled in SPNS 101 or 102 (Elementary Spanish 1 & 2), regardless of their major, will have the option to enhance their traditional classroom education by enrolling and participating in a one to two week study abroad trip to Latin America, led by their instructor. Upon successful completion, students can earn one to two credits, depending on the length of the course. The first sub goal is for students to have an experiential learning experience. Students will visit a country, culture and community where the target language is spoken which will provide the student with an authentic setting for tangible learning opportunities that cannot be duplicated in a classroom. The second sub goal is to support individually directed learning that allows students to stretch into unique and creative directions, creating space for students to think and practice skills outside of the classroom. Students will define individual desired learning outcomes customized to their interest and proficiency. With minimal institutional structure, this student-centered, activity-based learning engages students in a deliberate process of hands-on problem solving and critical thinking. The third sub goal is to create an opportunity for outreach learning. An essential part of this course will be student engagement in a community service project found in the host culture.

The need for the course

Tenure-track faculty in the Latin American and Latino Studies (LALS) option as well as NTTs teaching the first four semesters of Spanish language instruction consistently hear from many students that they would love to study abroad but due to work, family, or budget constraints, even
the so-called short term six-week programs in the summer are out of reach for them. From the faculty's perspective, there has long been a desire to integrate an experience abroad as part of the courses they are teaching. In addition, most of Hispanic Studies and LALS majors are double majors, and this situation has made our faculty proactive in creating interdisciplinary projects such as Medical Spanish and Spanish for Business. The increasing number of discussions with colleagues from other fields (Business, Nursing, Engineering, Agriculture, etc.) about collaborating in projects that would serve the students we share, demonstrates the desire from other departments to engage in interdisciplinary as well as international projects with LALS faculty and its affiliated NTTs teaching Spanish. At the same time, one of MSU’s current missions is to internationalize campus and to provide our students with opportunities to experience other cultures. This is a specific academic initiative that accomplishes that mission. The need to provide opportunities that will enhance students' global citizenship and role in the world is a must in today's context.

Students will have the advantage of going with their course instructor. Many students are not ready to travel to Latin America on their own. A clearly structured academic experience with a known and qualified instructor will help them take this step outside of their home learning environment into a new culture, society and language. SPNS 199 “Experience Latin America Today I” springs from this student, faculty, university, and global need.

SPNS 199 is part of LALS innovative academic internationalization project under the general rubric “Experience Latin America Today”. SPNS 199 “Experience Latin America Today I” would complement 100-level SPNS course. SPNS 299 “Experience Latin America Today II” would complement a 200-level SPNS course, SPNS 399 “Experience Latin America Today III” a 300-level SPNS course and SPNS 499 “Experience Latin America Today IV” a 400-level course. Proposals for the other three courses are being submitted independently. We will focus specifically on SPNS 199 here. “Experience Latin America Today” can complement face-to-face as well as online courses.

SPNS 199 can be taken as a one-credit course (one week abroad) or two-credit course (2 weeks abroad) and it would be offered every semester. Administratively SPNS 199 would be similar to an independent study. It shows in Banner with no specific topic, no days/times of offering, and it is taken as overload by faculty (both TTs and NTTs). This is a course that faculty take on on a voluntary basis. Similar to a field trip of the kind faculty in Geology, for instance, engage, the trip enhances the course and faculty do it on a voluntary basis.

Structure of the course

In the spring semester, the trip could take place during spring break or the week(s) right after finals week. The fall semester option would plan travel during a portion of winter break. For courses taught in the summer, SPNS 199 would take place after the session. All options allow students to pursue their degrees uninterrupted as well as avoid extended absences from a job or family.

A couple examples of what SPNS 199 would look like are the following. Let's say that Katharina Frank is set to teach SPNS 102 “Elementary Spanish II” in Spring 2014. For that semester, she has also planned an SPNS 199 opportunity in which she would take students from her 102 course to Costa Rica for a week during Spring Break or the week right after finals. During that one week, students would take the equivalent of 15hrs of language instruction, plus they would stay with host
families and tour the area where they are. This means that students enrolled in SPNS 199 would commit to going on the trip. Katharina would be in charge of making all the travel arrangements. Because students are getting MSU credit for this course, they can use financial aid and scholarship funds to finance the trip—a key factor for students. Not all students from SPNS 102 might choose to enroll in Katharina’s SPNS 199.

Another example would be for Katharina to design the Spring 2014 SPNS 199 as a service learning opportunity in Nicaragua. Students would do at least 15 hrs of volunteer work at a Nicaraguan orphanage while staying with host families.

As with independent studies, different faculty can offer different “sections” of independent studies with different students on any given semester. Katharina’s colleague who is also teaching a section of 101 might offer a different one-to-two week opportunity for her students. For instance, to complement the online course “Spanish for Business,” students enrolling in SPNS 199 would pursue a study of marketing strategies in David, Panama. They would collect and analyze advertisements in the media, on the streets (stores, street vendors), etc.

Because faculty are taking on these faculty-led projects on a volunteer basis, enrollment would not be an issue. It would be up to faculty to decide the minimum/maximum number of students they would be willing to take abroad.

In sum, SPNS 199 will facilitate an academic experience that embraces MSU commitment to internationalize our campus, will enhance existing classroom courses through experiential learning, and will provide a study-abroad experience that meets the needs and time constraints of students.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

>Student work will vary depending on the type of experience planned. For instance, if it consists of one week of language acquisition at a school while staying with host families, grades would be determined by homework, class performance, and a final essay which will give them an opportunity to express their cross-cultural thinking.

If the experience consists of one week of service learning, such as community service, grades will be determined by student engagement, daily journal or blog, and final essay or presentation. A combination of the two examples is another possibility.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

> The one-to-two week course centers on two topics:

1. **Global learning**
   - Foreign language acquisition – Students engage in acquiring target language and nonverbal communication skills through class instruction and/or human interaction.
   - Culture learning / Cross-Cultural thinking – By providing opportunities for students to engage in hands-on experience with the host culture and critical assessment of that experience.
2. Global citizenship through outreach
   • Personal Development - Students develop leadership skills through outreach (e.g., build housing, clean polluted areas, farming, etc.) that improves host communities.

6. List required texts or other required references.

In all cases, faculty will assign pre-departure readings to provide basic context that will be enhanced by study abroad. However, the goal of this course is to learn through experience and human interaction.

7. What are the estimated enrollment and student credit hour (SCH) production?
   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]

>On a given semester there are about 10 sections of SPNS 100-level courses. SPNS 199 is optional to all these students. Thus, enrollment can go from as little as 3 students to over 40.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

>No restrictions on cap. Instructors will decide the appropriate instructor-to-student ratio not to exceed 10 students per instructor. Faculty may ask colleagues that have a connection to the course topic to come along as chaperone/advisor.

9. Will course be a "restricted enrollment" course? If so, why is restricted enrollment necessary?

>Enrollment in this course will be restricted to students taking the SPNS 100-level courses taught by the faculty leading SPNS 199.

10. Describe how the success of the course will be evaluated? ("End-of-semester student evaluations" is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

>The success of the course will be determined by the achievement of the learning outcomes.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Measurement/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply target language to function in host culture.</td>
<td>1. Language school work (tests, homework,...), host family evaluation, instructor observation,</td>
</tr>
<tr>
<td>2. Develop and write a &quot;learning contract&quot; to facilitate personal learning objectives.</td>
<td>2. Instructor pre- and post-trip assessment - Learning objectives are obtainable precise and measurable - Learning objectives were met/analyzed</td>
</tr>
<tr>
<td>3 Analyze observations, experiences in a cross cultural context.</td>
<td>3. Student journal/essay/presentation</td>
</tr>
<tr>
<td>4. Describe and evaluate specific means by which the world is interconnected.</td>
<td>4. Student essay/presentation</td>
</tr>
<tr>
<td>5. Engage in outreach that improves a host</td>
<td>5. Organization and instructor observation</td>
</tr>
</tbody>
</table>
At the end of the course the instructor will discuss the achieved outcomes of the course with the LALS faculty and the department head and together assess its overall success.

1. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

>Yes.

Level of Offering
2. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

>No.

3. Justify the level of course offering.

>The learning experience provided in SPNS 199 is concordant with 100-level SPNS courses that students must be enrolled in to register for this course.

Relationship to other Courses, Curricula, and Departments
4. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

>Yes, it interrelates to all 100-level SPNS face-to-face and online courses.

5. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

>No, this course is unique.

6. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

>The SCH is smaller than 1000 (approx. 40-80) and therefore unlikely to impact any other colleges or departments.

7. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.
The second subgoal is to support individually directed learning that allows students to stretch into unique, creative and interdisciplinary directions. As faculty will provide focused learning experiences such as creating sustainable gardens in neighborhoods in Quito, Ecuador, students will define individual desired learning outcomes customized to their interest and proficiency. For instance, students taking SPNS 102 and who are majors in Agricultural Education, Land Resources, or Earth Sciences will find the two-week experience in Quito enhancing their global learning as well as their interest in sustainability, agriculture, etc.

Students Served
8. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

SPNS 199 serves students of any major taking a 100-level SPNS course. For example, a business major could parallel this experience with the Business course BMKT 337 “Consumer Behavior,” which analyzes human behavior in the market place. Students can observe cultural differences and also get a better understanding of their own. College of Business faculty would encourage their students to enroll in a 100-level SPNS course to be part of “Experience Latin America Today!”

Resources
9. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

There will be no additional instructional FTE. Faculty will designate this course as work overload. A portion of the students' travel costs will cover the instructor's travel costs.

10. What existing information resources — print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) — provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

>Pre-departure readings may be provided by MSU Libraries.

Other Supporting Material
11. Include any additional information you feel is needed to support this request.

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