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/CTools/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.

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Requested Rubric, Course Number, Core Designation (if needed):

- Course Title:
- Abbrev. Course Title (≤30 char):
- Credits:
- Department Offering Course:
- College:

Is this course “equivalent” to a course in the MUS System?:

☐ Yes    ☑ No

Learning Outcomes for the Course:

- SPNS 499
- Experience Latin America Today IV
- Experience Lat. Am. Today IV
- 1-2
- Modern Languages and Literatures
- Letters and Science

> Demonstrated ability to apply target language and pre-departure knowledge in host culture
> Demonstrated ability to analyze observations and experiences in a cross-cultural context
> Demonstrated ability to describe and evaluate specific means by which the world is interconnected
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 499
Course Title (for Catalog): Experience Latin America Today IV
Experience Lat. Am. Today IV
Course Title (for Schedule of Classes, 30 characters, max.): Spring 2014
First Semester to be Offered: Yes ☐ No ☐
Restricted Entry/Consent of Instructor Required: ☐ Yes ☐ No
Instructor’s GID (last 4 digits only): 7470
Department Offering Course: Modern Languages and Literatures
College: Letters and Science

Is the requested course number available? (x4155 to check): ☐ Yes ☐ No
Frequency of course offering: ☐ Annually ☐ Alternate Years, starting _____
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: _______
TOTAL CREDITS: _______

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
Assigned Time(s): One or two weeks abroad
Assigned Building: Assigned Room:
Capacity (room capacity, or enrollment “cap”): 50

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): The 400-level SPNS course it complements
Co-Requisite(s):

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

Facultly-led study abroad course integrating experiential learning into existing semester-long SPNS 400-level courses. One (1cr) or two (2cr) weeks in Latin America during spring break or right after semester ends. Theme varies with course and instructor.
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 499

2. Course Title

>Experience Latin America Today IV

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 SPNS 499 is to provide a faculty-led study abroad option that integrates experiential learning into existing classroom courses in the Latin American and Latino Studies (LALS) curriculum. Students enrolled in any 400-level course with focus on Latin America or U.S. Latinos, regardless of what their major is, 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. Students earn one or two credits, depending on the length of the course. Students will have an experiential learning opportunity by immersing in a Latin American country's culture and community where Spanish is spoken. It provides the student with an authentic setting for tangible learning opportunities that cannot be duplicated in a classroom.

**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 run by the Office of International Programs become an impossibility 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 majors in the Hispanic Studies and LALS options 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. The course "Experience Latin America Today IV" 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. Because students are getting MSU credit for this course, they can use financial aid and scholarship funds to finance the experience—a key factor for students.

Students will have the advantage of going with their course instructor. Often times students feel intimidated about traveling and even studying abroad on their own. A clearly structured academic experience with a known and qualified instructor will help such students take this step forward. The faculty-led learning experience that SPNS 399 provides will ease parents' anxiety as well. All the faculty involved in "Experience Latin America Today" are veterans in traveling abroad and taking groups of students.

SPNS 499 "Experience Latin America Today IV" springs from this student, faculty, university, and global need.

SPNS 499 is part of an LALS innovative academic internationalization project under the general rubric "Experience Latin America Today." It intends to provide students at any level of their studies in the LALS and Hispanic Studies curriculum an integrative academic or service learning experience abroad. SPNS 199 "Experience Latin America Today I" would complement a 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. I will focus specifically on SPNS 499 here. "Experience Latin America Today" can complement face-to-face as well as online courses.

SPNS 499 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 399 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.

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 499 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.

An example of what SPNS 499 would look like is the following. This last spring 2013 I taught the course SPNS 445 "Hispanic Caribbean: Cuba." Throughout the semester, students learned about the history and culture of Cuba from the time of Columbus' arrival until today. From the beginning of the semester, students were aware that they had the option of coming on a two-week cultural trip to Cuba at the end of the semester in which we would further learn about life in Cuba today. Out of the thirty students enrolled in the course, nineteen signed up. A few more would have come if the trip had been offered under the rubric of a course, for they could have paid for it through financial aid. During the two weeks, students interacted with college students from Havana, learned about the educational system; we visited two clinics and talked to doctors; visited sugar, coffee, and tobacco plantations and learned about the development of these from colonial times until today; we
visited an urban garden as an example of Cuba's "green revolution"; and we learned about the current efforts to beautify Havana through youth's trade schools among many other activities. If the trip had been offered under SPNS 499, students would had to keep a daily journal and we would hold discussions as a group over breakfast over what we experienced the day before. Upon return, students would turn in a ten-page essay that addresses their critical analysis of Cuba today. The trip was an amazing experience for all the students. In addition to deepening their knowledge of Cuba, they also got to practice their Spanish skills and experience a foreign culture.

As with independent studies, different faculty engage in independent studies with different students on any given semester. On the same semester that I offer SPNS 445, my colleague James Martin teaches SPNS 430 "Latin American Perspectives." One of the topics he covers U.S.-Latin America relations. Prof. Martin could offer his SPNS 430 students to take SPNS 499 for a one-week trip to Panama in which they would learn about the U.S. occupation of that country centered around the Panama Canal. If fourteen students from Prof. Martin's class signed up for SPNS 499, that would mean that in that semester, SPNS 499 would have a total of 33 students enrolled (14 from his class and 19 from mine).

In both examples, faculty is in charge of making all the travel arrangements. 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.

The "Experience Latin America Today" courses differ from mainstream study-abroad programs offered through the Office of International in two significant ways. First, they are always connected to a semester-long course and thus students arrive to the foreign country with some background on the experience they are about to have. The experience is unique and targeted. It is not about seeing the tourist sites of Cuba. It is about learning about the country's life today. This also means that faculty have the flexibility to offer infinite learning experiences connected to their courses year after year. And secondly, the short length of the courses allows a greater number of students at MSU to have an academic experience abroad and maybe the only chance in their lives to be in a foreign country.

In sum, SPNS 499 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. If the experience consists of learning from local organizations and institutions about life in Cuba today, grades will be determined by student engagement, daily journal or blog, and final essay.

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 with the host culture and provide a critical assessment of that experience.

2. Global citizenship
• Personal Development: Students develop leadership skills through their interaction with host community or through outreach (i.e. build housing, clean polluted areas, farming, etc.).

6. List required texts or other required references.

The required texts are those of the course that SPNS 499 complements. Faculty will assign additional pre-departure readings to enhance knowledge about the foreign country. 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? [SCH = (enrollment * credits)]

>On a given semester there are about 2 sections of SPNS 400-level courses. SPNS 499 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 an additional 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 400-level courses taught by the faculty leading SPNS 499.

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, etc.), host family evaluation, instructor observation,</td>
</tr>
<tr>
<td>2. Analyze observations, experiences in a cross-cultural context.</td>
<td>3. Student journal/essay/discussion</td>
</tr>
<tr>
<td>3. Describe and evaluate specific means by which the world is interconnected.</td>
<td>4. Student essay/discussion</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 not, 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 499 is concordant with 400-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 400-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.
>As SPNS 499 will provide focused learning experiences, LALS faculty could easily collaborate with faculty from other departments. For instance, SPNS 499 experience in Cuba could attract students from the Health Professions who are interested in learning about Cuba’s famous health care system.

**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 499 serves students of any major taking a 400-level SPNS course.

**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.