

**ACADEMIC POLICIES COMMITTEE
LONG FORM PROPOSAL TEMPLATE**

- Proposals should use this long form if they:
 - Need faculty and/or WASC approval.
 - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools.
 - Request elimination, addition or revision of a major, minor, concentration or credential program.
- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.

Section 1: Proposal Summary

1. **Today's Date: October 30, 2017**
2. **Academic Unit Name: Literature, Journalism, and Modern Languages**
3. **Submitted by: Karl Martin**
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): Approved
5. **Academic Year** (Provide academic year and semester changes are to take place): 2018-2019
6. **Is this proposal a result of a Program Review (Yes/No)? If not, please provide explanation: Yes. We are working on reducing the units required to complete the major and minor in both French and Spanish programs as directed by the LJMM MOU.**
7. **Overall Proposal Rationale** (Briefly describe the nature of the proposed changes or the proposed new academic offering): We are asking that the range of upper-division courses offered as part of the Spanish and French programs count for GE credit under V. Seeking Cultural Perspectives D. Literature (Upper Division). The courses will retain the current pre-requisites which require language proficiency.

Section 2: Impact

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): The proposal will not have an impact on any other departments.
2. **Impact on Library Services:**
 - a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): No

- b. If yes, please contact the Director of Ryan Library and provide further information below.
 - i. Provide the date the director was contacted:
 - ii. Briefly describe the needed acquisitions:

Section 3: What and Why

Proposals (For each proposal or group of proposals, provide a description and rationale.):

Proposal 1: Add FRE 320 Survey of French Literature and FRE 325 Francophone Literature to the options listed under V. Seeking Cultural Perspectives, D. Literature (Upper Division) in the General Education Program.

Rationale: The content of both courses could easily be the content taught in a section of LIT 350 World Literature which is already an option in the GE program. The difference is that in the LIT 350 course, the content would be taught in translation. The upper division French courses offer students the additional experience of reading the material in the original language. Students who complete the French courses will actually have a richer experience and should not have to duplicate the experience in the GE program. Here are the CLOs for the World Literature Course and the CLOs for the upper division French courses for comparison:

LIT 350 World Literature:

Upon completion of the course students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.

Upper Division French Courses:

By the end of the course, the student will be able to:

1. Identify key authors, movements, ideas and values of the Francophone experience around the world, in Literature, film, art, and other cultural forms.
2. Demonstrate and understanding of the historical perspective, social structure and social conflicts of the Francophone experience around the world in the context of colonization and postcolonization.
3. Describe and evaluate the artistic contributions including, literature, music, and films.
4. Articulate knowledge about some quotidian aspect of the world cultures studied

5. Show continued development in the use of the French language

Proposal 2: Add SPA 320 Mexican American Literature and Culture, SPA 380 Genre/Period Studies in Hispanic Literature and Film, SPA 400 Peninsular Literature Before 1800, SPA 402 Peninsular Literature Since 1800, SPA 437 Latin American Literature Before 1910, and SPA 439 Latin American Literature Since 1910 to the options listed under V. Seeking Cultural Perspectives, D. Literature (Upper Division) in the General Education Program.

Rationale: The content of all the courses could easily be the content taught in a section of LIT 350 World Literature or LIT 352 Diverse Voices in American Literature which are already options in the GE program. The difference is that in the LIT 350 and LIT 352 courses, the content would be taught in translation. The upper division Spanish courses offer students the additional experience of reading the material in the original language. Students who complete the Spanish courses will actually have a richer experience and should not have to duplicate the experience in the GE program.

Here are the CLOs for the World Literature Course and the CLOs for the upper division French courses for comparison:

LIT 350 World Literature and LIT 352 Diverse Voices in American Literature:

Upon completion of the course students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.

Upper Division Spanish Courses:

By the end of the course, the student will be able to:

1. identify the authors and titles of major works from the beginnings until the end of the 18th century;
2. explain major movements and literary schools as they played a role in the development of Spanish literature;
3. define selected literary terms;
4. demonstrate a reasonable ability to explicate and critically evaluate a literary work;

5. explain major cultural, social and political phenomena that intersect as contextualizing background with the literature studied.

Section 4: *FOR NEW PROGRAMS ONLY*****

- A. **Course Learning Outcomes** – Please provide the course learning outcomes.
- B. **Assessment Plan** – Please provide an assessment plan.

Section 5: Catalog Edits

- **Step 1:**
 - In the Catalog Review folder (\\ptloma.edu\shared\Catalog Review) provided by the VPAA Office use *track changes* to revise, add or eliminate the current and/or proposed catalog text. This applies to majors, minors, concentrations or certificates. This proposed text will accompany the proposal.
- **Step 2:**
 - Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.

Section 6: Summary Checklist

Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

Total course additions: 0

Total course deletions: 0

Total unit additions: 0

Total unit deletions: 0

Staff impact (increase or decrease): The only possible staff impact would be if so many students opt for the upper division French and Spanish courses that we would no longer need as many sections of LIT 350, 351, 352, and 353. This might lead to a small reduction in staffing needs.

Rotation of courses or deletions of sections to accommodate additions:

I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.

Department or School Direct Report:

_____ **Date**_____

College Dean or Provost as applicable:

_____ **Date**_____

Academic Policies Committee Short Form Proposal Template

Schools/departments should use this short form to submit proposals:

- Needing only APC approval (revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses); or
- Eliminating (or adding?) 1-3 courses which don't impact other programs or
- Eliminating a minor, concentration, credential program or certificate which doesn't impact other programs (confirmed by direct administrative report - college dean or provost).

All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.

I. LJML- Spanish:

II. Impact- It will impact LJML only. The dropping of the LIT 250 requirement will have an impact in enrollment, but not significant. Will this proposal impact other departments, schools or Ryan Library (Yes/No)? If yes, please describe and provide date of contact to respective personnel: No

III. What – Proposal Summary:

- To drop LIT 250 as a requirement for the Major.
- To add “Conversation” to the name of SPA 250 and 251.
- To add 2 units to the SPA 485 Senior Seminar capstone course.
- To rename and renumber SPA 303 Advanced Conversation and Composition to SPA 300 Civic Engagement: Conversation, Culture and Community.
- Change Pre-requisite for SPA 303(300) from SPA 302 to SPA 251.

IV. When – Fall 2018:

V. Why – Proposal Rationale (might include):

- To drop LIT 250 as a requirement for the Major. Many Spanish Majors have not been able to take the course until spring of the senior year. This reduces most of the intended benefits of taking this course for the Major. Much of the content needed has been added to other courses in the Major. SPA 302 Advanced Grammar and Reading introduces literary analysis skills and methods. SPA 400 literature courses discuss definitions of literature and the construction of the literary canon. All literature classes practice writing and analyzing literature.
- To add “Conversation” to the name of SPA 250 and 251. In order to better reflect the oral communication focus of these courses, and to promote the continuation of Language Study Spanish 250 will be re-named as Intermediate Spanish Conversation I and SPA 251 Intermediate Spanish Conversation II.
- To add 2 units to the SPA 485 Senior Seminar capstone course. The current one unit assigned to this course is not sufficient to cover course content, and properly complete all of the assessment assignments required for the program. Adding two units to this course would reflect the amount of content and work completed in the course. This was also recommended by our external reviewer during the Program Review process.
- To rename and renumber SPA 303 Advanced Conversation and Composition to SPA 300 Civic Engagement: Conversation, Culture and Community. This course will cover the same

conversation and writing learning outcomes, but will change to a community-based learning course. Students will develop knowledge of the local Hispanic community, and learn about the challenges it faces including language and socioeconomic constraints. Students will develop fluency through on site practice. This change will add a much needed face to face interaction with the extensive local Hispanic community, and it will highlight PLNU's missional distinction through partnership with Christian organizations serving the community.

- Change Pre-requisite for SPA 303(300) from SPA 302 to SPA 251. The current pre-requisite for SPA 303 is SPA 302. These courses have been sequential. We want Spanish Certificate Students to be able to take this course after SPA 251 since it is the conversation course. We have been allowing students to take the course out of sequence through instructor consent, and this has become more and more prevalent. In order to clearly denote the change, the re-numbering of the course is logical.

VI. How – Curricular Changes:

- A. Step 1: In the Catalog Review folder (H:\Catalog Review) provided by the VPAA Office use *track changes* to prepare the proposed catalog text.
- B. Step 2: Arrange a meeting with the APC chair and Records liaison to review the catalog text proposal and receive assistance in submission of proposed catalog copy. Include this with your proposal.

Total course/unit additions: 2

Total course/unit deletions: 3

Staffing increase/decrease: (-1 unit)

Library resourcing impact: 0

Net Financial impact:

I have reviewed this proposal and the items above and believe the proposal meets all university requirements, do not impact other departments or programs, and is ready for APC review.

Department or School Direct Report:

_____ Date _____

College Dean or Provost as applicable:

_____ Date _____

Note: Submit completed short form proposal to the APC chair not later than one month prior to the APC meeting at which you hope it can be placed on the agenda.

**ACADEMIC POLICIES COMMITTEE
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 - Need faculty and/or WASC approval;
 - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools.
 - Request elimination, addition or revision of a major, minor, concentration or credential program.
- All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.
- **Please read the attached “APC Proposal Reference Information” before completing this form.**
- **For ease of APC Committee reading, please submit your responses in BLUE text.**

SECTION ONE: WHO

1. **Academic Unit Name:** *Literature, Journalism, and Modern Languages--SPANISH PROGRAM*
2. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal):
3. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): *NONE*
4. **Impact on Services:**
 - a. Ryan Library:
 - i. What new library acquisitions, if any, will be needed to support the proposed changes (if none, please state that):
NONE (already existing)
 - ii. Person and Date of Contact:
 - b. Instructional Technology:
 - i. How many new online/hybrid courses does this proposal include:
NONE
 - ii. How many instructors will need online training or course development assistance over the first two sessions if this proposal is approved:
NONE
 - iii. Person and Date of Contact: *NONE*

SECTION TWO: WHAT

1. **Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): LJML proposes the creation of a Spanish language certificate; the certificate program requires no new courses. It is a packaging of the following existing course: SPA 101 Elementary Spanish I; SPA 102 Elementary Spanish II; SPA 250 Intermediate; SPA 251 Intermediate Spanish II; and SPA 303.
2. **Items** (Please describe each item of the proposal with a phrase or one-sentence abstract. Examples might be, “Item 1: To drop XXX course from XX program. Item 2: To add XX course as a requirement”, etc. Some proposals will only have 1 item. Add item lines as needed.):
 - a. Item 1: Add a program entitled Certificate in Spanish
 - b. Item 2:
 - c. Item 3:
 - d. Item 4:

SECTION THREE: WHY

1. **General Rationale** (Please provide a one-sentence rationale for this proposal.):

Currently, there is low enrollment in Intermediate Spanish classes. These are necessary in order to take the 300 level courses and continue with Major or a Minor. A minor is sometimes too much for students alongside their Majors. Creating a Spanish Certificate will create an easier, less demanding track than the Spanish Minor. We hope it will help populate the Intermediate level classes. When students have passed this level they might be encouraged to continue with the Minor. The Certificate program will focus on conversational skills, and meet the needs of wide range of students on campus.
2. **Mission** (How do the proposed changes support the mission of the university?):

The certificate offers a new way to meet the university’s mission in its commitment to developing a global perspective and experience.
3. **Internal Factors** (Please provide additional rationale by answering the following questions as applicable: How does the proposal(s) ...address the PLNU strategic plan? ...address factors arising from assessment data or program review findings? ...accommodate the department or school’s learning outcomes for the major, minor, concentration, etc.? ...increase departmental effectiveness/efficiency? ...enhance enrollment or generate new revenue? What impact will it have on the size of the major, minor, etc.? Other internal rationale?): The prioritization report expressed concern over the low enrollments in courses offered in Spanish language study. In this process, the Spanish program lost one section of Intermediate, which has had a negative effect in

the number of current Majors. Alongside other efforts to recruit more students to both the major and minor in Spanish, the Spanish Certificate program aims to address the issue of low enrollments in Spanish courses, especially at the intermediate level. It will also provide an opportunity for students in any major across campus to continue studies in Spanish and thereby allowing them to use their skills conversationally. Any student could greatly benefit from further study in Spanish but many do not have room for the minor or a double major. Possessing a language certificate would increase students' marketability, as well as aid in service and ministry goals. It may also encourage students to continue, as a Minor in Spanish would only require three additional classes.

4. **External Factors** (Please provide additional rationale by answering the following questions as applicable: To what extent have external factors motivated this proposal, for example what comparable colleges and universities are doing? ...improvements suggested by alumni or outside reviewers? ...stipulations imposed by outside accrediting agencies? ...other external rationale?.): External factors did not play a major role in the proposal, but clearly in our multicultural society and in a global economy, the more of our students who can develop greater proficiency in languages other than English the better.

SECTION FOUR: HOW

- A. Course Learning Outcomes** – For each new course, please provide the course learning outcomes. (If not needed, please state as such.)
- B. Assessment Plan** – For new programs, please provide an assessment plan. (If not needed, please state as such.) An oral examination will be given at the end of course completion. In order to earn the certificate, students will need to meet the threshold proficiency established by program faculty. This proficiency is a score of “intermediate” on the Oral Proficiency Interview.
- C. Teach-Out** – Provide a plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. (If not needed, please state as such.)
- D. Catalog Copy** – In this section, please demonstrate in a two-step process how the department/school would like the change to be made. Keep in mind academic policies with regard to number of units for major, minors, certificates, etc. See Academic Proposal Resource Information at the end of this template.
- **Step 1:** In the applicable set of boxes below:
 - For revision, addition or elimination of courses only, complete Section 1-A, entering current and/or proposed catalog text as indicated in the section instructions.
 - For revision, addition or elimination of majors, minors, concentrations or certificates, complete Section 1-B, entering current and/or proposed catalog text as indicated in the section instructions.

Section 1-A--Courses Only: Proposals for course elimination should complete the shaded (left) side only, proposals for course addition should complete the unshaded (right) side only, and proposals for course revision should complete both sides of Section 1-A.	
Current course code and description (including units, prerequisites and grade type):	Proposed new course code and description (including units, prerequisites and grade type):
Course 1:	Course 1:
Course 2:	Course 2:
Course 3:	Course 3:
Section 1-B--All Other Proposals: Proposals for elimination of a major, minor, concentration or certificate should complete the shaded (left) side of this section only, proposals for addition of any of these should complete the unshaded (right) side only, and proposals for revision of any of these should complete both sides of Section 1-B.	
Current Program (or major, minor, concentration, certificate) Name and Introductory Text:	Proposed Revised or New Program (or major, minor, concentration, certificate) Name and Introductory Text: Certificate In Spanish Language
Current Program Learning Outcome: <ol style="list-style-type: none"> 1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker. 2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics. 3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning. 4. Interpret target language texts according to their cultural, literary, and/or linguistic content. 5. Display knowledge of the nature and structure of language. 6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities. 	Proposed Revised or New Program Learning Outcomes (needed for new majors only):

<p>Current Lower Division Requirements and Unit Numbers for Majors. All requirements for minors, concentrations or certificates:</p> <p>MAJOR: SPA 101 Elementary Spanish I / SPA 102 Elementary Spanish II SPA 250 Intermediate Spanish 250 / Intermediate Spanish 251 SPA 302 Advanced Grammar and Reading SPA 303 Advanced Conversation and Composition SPA 310 Culture and Civilization of Latin America SPA 315 Culture and Civilization of Spain SPA 320 Mexican American Readings SPA 380 Genre and Period Studies SPA 390 Linguistics SPA 400 Peninsular Literature or SPA 402 Peninsular Literature since SPA 437 Latin American Literature before 1910 or SPA 439 Latin American Literature since 1910 LIT 250 Introduction to Study of Literature SPA 485 Senior Seminar 6 upper division units of Study Abroad in a Spanish speaking country. These can substitute the required classes or serve as elective courses.</p> <p>MINOR SPA 101 Elementary Spanish I / SPA 102 Elementary Spanish II SPA 250 Intermediate Spanish I / SPA 251 Intermediate Spanish II SPA 302 Advanced Grammar and Reading SPA 303 Advanced Conversation and Composition Two more upper division courses not from the same category; Culture, Literature or Linguistics SPA 310 or SPA 315 Culture and Civilization of Latin America or Spain SPA 320, 380, 400, 402, 437, or 439 or SPA 390 SPA Linguistics</p>	<p>Proposed Revised or New Lower Division Requirements and Unit Numbers for Majors. All requirements for minors, concentrations or certificates:</p> <p>CERTIFICATE In SPANISH SPA 101 Elementary Spanish I (4) SPA 102 Elementary Spanish II (4) SPA 250 Intermediate Spanish I (3) SPA 251 Intermediate Spanish II (3) SPA 303 Conversation (3)</p>
<p>Current Total Lower Division Units: 14 units</p>	<p>Proposed Total Lower Division Units: 14 units</p>

Current Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.) 27 units	Proposed Upper Division Requirements and Unit Numbers for Majors. (Highlight new or revised classes in red.) 3 units
Current Total Upper Division Units: 27 units	Proposed Total Upper Division Units: 17 units
Current Elective Options (Highlight new or revised classes in red.):	Proposed Elective Options (Highlight new or revised classes in red.): NONE
Current Total Required Elective Units:	Proposed Total Required Elective Units: NONE
Current Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.):	Proposed Names and Course Titles of Concentration #1 (if any—use additional boxes for each concentration.): NO CHANGE
Current Total Program Units:	Proposed Total Program Units: 17 units
Current Notes (if any) at the bottom of program catalog copy:	Proposed Notes (if any) at the bottom of program catalog copy:

- **Step 2:**

- Arrange a meeting: Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.
- Attach Catalog copy:
 - For proposed revisions to existing programs, majors, minors, courses, etc, after this page attach the following supplied by Records: 1) The current year catalog copy for that program, major, etc, and 2) the proposed revised catalog pages for your proposal, based on the information from Step One.

- For entirely new programs, majors, minors, courses, etc, after this page attach the draft new catalog pages for your proposal supplied by Records based on the information in Step One.

STEP TWO: ATTACH CURRENT AND/OR PROPOSED CATALOG COPY AFTER THIS PAGE AS SEPARATE PAGES.

STEP TWO: ATTACH CURRENT AND/OR PROPOSED CATALOG COPY BEFORE THIS PAGE AS SEPARATE PAGES.

SECTION FIVE: SUMMARY CHECKLIST

5-A: Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

- Total course additions: [Zero](#)
- Total course deletions: [Zero](#)
- Total unit additions: [Zero](#)
- Total unit deletions: [Zero](#)
- Staff impact (increase or decrease): [No impact](#)
- Rotation of courses or deletions of sections to accommodate additions:

I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.

Department or School Direct Report:

_____ [LJML](#) _____ Date [11-03-17](#) _____

College Dean or Provost as applicable

APC Proposal Reference Information

DEADLINES:

1. Review any Long Form proposal drafts in person with your College Dean or appropriate administrator by **October 2**, prior to submitting the proposal to APC;
2. Submit a short narrative to the APC chair highlighting the proposed changes by **October 9**;
3. Final Long Form proposals are due no later than **November 6**, **MEETING THE APPROPRIATE DEADLINES WILL ENSURE THAT APC WILL HAVE ENOUGH TIME TO PROCESS YOUR PROPOSAL(S). PROPOSALS SUBMITTED AFTER THAT DATE MOST LIKELY WILL BE CONSIDERED FOR THE 2017-2018 CATALOG.**

BASIC ASSUMPTIONS:

1. May be generated by any faculty member within a department;
2. Are made as a result of a department or school program review and assessment data or due to external requirements made by outside accrediting agencies (provide appropriate documentation);
3. Are voted on and approved by all full time department members;
4. Will be thoroughly discussed with other departments who are directly affected by the proposed changes (a written response must be received by affected schools or departments and included in the proposal);
5. Will be reviewed by the dean of the College of Arts & Humanities or the Dean of Natural and Social Sciences or appropriate administrator before the proposal is sent to APC;
6. APC chair will consult with Institutional Research and Institutional Effectiveness to determine any potential external reporting problems;
7. Will be recommended for consideration by APC to the faculty at large;
8. Are finally voted on by the entire faculty.

ACADEMIC POLICIES INFORMATION:

Majors:

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**

3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

Minors:

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**
4. Of the 16+ units in the minor, **9 units** must be distinct from the major.

Certificates:

1. Only academic certificates are acceptable for approval.
2. Certificates vary in size: **6-15 units** when associated with a major but up to **24 units** when not aligned with a major.
3. 50% of the units must be unique to that certificate.