

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number SPAN 390 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New Lab designed to help majors reach Advanced proficiency on the Oral Proficiency Interview. This is a nationally recognized standard goal of performance in the field of language acquisition for majors of a foreign or world language. For future teachers, Advanced Low is the minimum allowed by NCATE standards. While TEKS do not use the same exam, the target is equivalent.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G or G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).		A	A					A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			--
5.	Major — Revision of major ^{4,5}	A	A	A		A			--
6.	Major — Adopt or change admission requirements	A	A	A		A			--
7.	Major — Add ^{4,5}	A	A	A		A			I
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A			I
9.	Major — Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A			--
11.	Minor — Revise course selection	A	A	A		I			--
12.	Minor — Add	A	A	A		A			--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A			I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A			I
17.	Degree — Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A			--

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

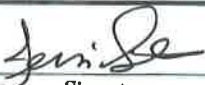
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Shelly Sanders</i> <i>Signature</i>	<i>2/16/17</i> <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
 <i>Signature</i>	<i>2.17.17</i> <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
 <i>Signature</i>	<i>2/21/17</i> <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	SPAN 390
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff
3	Course Title	Advanced Conversation Lab
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	1
8a.	Number of contact hours - lecture	0
8b.	Number of contact hours – lab/activity	2
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	Yes
12	Maximum total number of credit hours a student can earn for this course	5 credits
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☐ Traditional lecture ☒ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	1 credit
15	Grade Mode (check all appropriate):	☐ Standard ☒ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Practice speaking Spanish at the advanced level in interpersonal and presentational modalities. The goal is attainment of Advanced mid- level proficiency on the OPI, or equivalent.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 290
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	N/A
21	Does this course have any special student costs?	☒ No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	All
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	All
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	N/A
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2017
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	SPAN 481 Spanish for Teachers

07/01/2016

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☒ No ☐ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☐ No ☒ Yes Explanation: SPAN 481 Spanish for Teachers has not been taught in several years. Current SPNT majors will not have had an opportunity to take this course.
27	Has this course been offered as a Special Topics course?	☒ No ☐ Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	SPAN 481 Spanish for Teachers is designed to prepare SPNT majors to pass the conversation portion of the Subject Area Test. SPAN 390 Advanced Conversation provides a way to replace a class requirement with a proficiency-based requirement.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	SPAN and SPNT majors need to demonstrate Advanced Mid oral proficiency. This lab provides ample opportunities for students to practice until the target is met.

07/01/2016

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The intended audience are SPAN and SPNT majors needing to attain Advanced Mid proficiency oral skills.
2	State the overarching course goal(s) in performance terms.	Students will be able to converse at the Advanced Low level of the ACTFL proficiency scale.

2. Competencies and Measurements

	Competency	Measurement
1	Speak at the Advanced Mid level	Oral Proficiency Interview
2		
3		
4		
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

2. For **combined undergraduate/graduate** courses, make two lists:

a. full publication information; label **Undergraduate**.

b. full publication information; label **Graduate**. Indicate number of pages required.

References:

Oral Proficiency Interview Familiarization Manual. American Council on the Teaching of Foreign Languages, 2012. <https://www.languagetesting.com/wp-content/uploads/2012/07/OPI.FamiliarizationManual.pdf>

OPic Familiarization Manual. American Council on the Teaching of Foreign Languages, 2012. <https://courts.arkansas.gov/sites/default/files/6-OPic-Familiarization-Manual.pdf>

CSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners. American Council on the Teaching of Foreign Languages, 2015. [https://www.actfl.org/sites/default/files/pdfs/Can-Do Statements 2015.pdf](https://www.actfl.org/sites/default/files/pdfs/Can-Do%20Statements%202015.pdf)

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Shelly Sanders

Department Chair
Dean of the College

2.16.17

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

07/01/2016

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

07/01/2016

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 22:06
TO: Dr. Paul Roggendorff
CC:
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: New Course Application – SPAN 390 – Advanced Conversation Lab

After reviewing the course proposal and syllabus, the Library is able to support the proposed course. Please contact your Librarian Liaison, Karen Hendrick (hendrick@acu.edu), if additional resources are needed to support the course. Thank you for letting us review the course application.

January 31, 2017

Dr. Paul Roggendorff
ADM215B
Tel: (325)674 2494
Email: par08b@acu.edu

Dear Dr. Paul Roggendorff,
Thank you for submitting SPAN390: Advanced Conversation Lab for us to review. I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting the requirements.

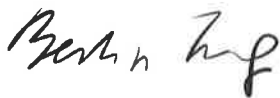
Here are a few places you could consider changing for further clarity:

1. Change the semester and year from 2015 to a future time;
2. Consider adding outline of topics for the lab, or possible areas that students are expected to work on during the lab;
3. You listed lab outcomes in general, which the OPI test will measure. Does OPI preparation manuals include more detailed competencies that various parts of the test measure specifically?
4. Will the numeric grade (based on OPI ranking) be converted into a letter grade? If so, how would the grading conversion work?
5. Consider explaining your policy or expectation for attendance, tardiness and participation at the lab.

I have attached a checklist for your review. It may contain some similar items as described above. You might consider addressing these questions or concerns before presenting it to the council. There is no need to bring the syllabus back for another review, though I am happy to answer any questions or work with you further on the syllabus or any other part of the course design.

Thanks a lot for giving us the opportunity to work with you on this course.

Sincerely,



Director of Instructional Design, Adams Center



SPAN 390: ADVANCED CONVERSATION LAB

SYLLABUS, FALL 2015

ABOUT THE UNIVERSITY

The mission of *Abilene Christian University* is to educate students for Christian service and leadership throughout the world.

The mission of the *College of Arts and Sciences* is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

The mission of the *Department of Language and Literature* is to empower students to fulfill the "throughout the world" element of the university's mission, preparing them to connect with the languages, cultures, and peoples of other nations.

OUR CHRISTIAN PERSPECTIVE

From a Biblical perspective, the mere existence of different languages could be viewed as a curse from God. This is especially the view presented in the story of Babel (Genesis 11: 1-9): God created different languages to confuse the people as a punishment for their hubris. However, since the death and resurrection of Jesus Christ, what was once the result of sin was transformed into an instrument of redemption. On the day of Pentecost, through the Holy Spirit, the first apostles were able to bridge the curse of Babel—the curse of different languages—by preaching the Good News in the languages of the people assembled there (Acts 2: 1-11). Therefore, the study of another language—its syntax, grammar, punctuation, etc—is seen as participating in the redemptive work God initiated through His son Jesus Christ.

ABOUT THE LAB

CATALOG DESCRIPTION

SPAN 390 Advanced Conversation (0-1-2), fall, spring. Focused practice listening and especially speaking in Spanish at the Advanced level, in informal and formal modalities. Ultimate goal is passing the Oral Proficiency Interview with an Advanced rating or higher. May be repeated up to three times for credit. Prerequisite: SPAN 290 or score of Intermediate on the OPI.

MEETING TIME AND PLACE

SPAN 390, 1 credit Time: TR 8:30 – 9:20

ABOUT THE STUDENT

This lab is intended for Spanish majors and minors, students who wish to improve or practice their oral proficiency to the Advanced level.

ABOUT THE INSTRUCTOR

Instructor: Paul Roggendorff

Lab location: ADM 215B

Office: ADM 215B

Phone: 674-2494

Email: par08b@acu.edu

Office Hours: M-F 1:30 – 3:00pm

Please feel free to contact me if you have any difficulty with this lab. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see me ahead of time makes possible greater flexibility.

ABOUT OVERALL LAB OUTCOMES

Upon successful completion of this lab, you will be able to:

- Participate actively in conversations in most informal and some formal settings on topics of personal and public interest;
- Narrate and describe in major time frames with good control of aspect;
- Deal effectively with unanticipated complications through a variety of communicative devices;
- Sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance;
- Satisfy the demands of work and/or school situations.

LAB DESIGN

Students will read and become familiar with the *ACTFL Oral Proficiency Interview Familiarization Manual* and the *NCCFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners*. Each session, students will come prepared to suggest topics of conversation based on the Can-Do performance indicators they wish to practice. Groups will be formed and two or three different suggestions will be practiced each session.

During the first five weeks, we will start with Intermediate situations, and work towards Advanced. During the second five weeks, students will be pulled aside one at a time to conduct a mock-OPI. This will give the student a feel for what the OPI will be like, and what areas to continue working. During the last five weeks, students will continue working on Intermediate-mid to Advanced-low skills. OPIs should be scheduled for the last week of class, or the week of finals.

COURSE LEARNING MATERIALS

1. ACTFL Oral Proficiency Interview Familiarization Manual. (PDF in Canvas)
2. ACTFL Can-Do Statements: Performance Indicators for Language Learners. (PDF in Canvas).

ADDITIONAL (OPTIONAL) RESOURCES

1. Wordreference.com/wordreference app – dictionary for single-word look-up.
2. Nueva gramática de la lengua española Manual.

COURSE POLICIES

ABOUT THE GRADE AND THE GRADING CRITERIA

The grade is based entirely on the Oral Proficiency Interview outcome, which should be scheduled with University testing for the last week of classes, or finals week.

	credit	No credit
OPI Ranking	Advanced or Superior	Intermediate or Beginning

In addition to the grade for this lab, the OPI results will be reported as a numeric value to the registrar's office for inclusion in the transcript according to the following conversion chart:

OPI Results	Numeric value reported on the transcript
Novice low	0.1
Novice mid	0.2
Novice high	0.3
Intermediate low	1.1
Intermediate mid	1.2
Intermediate high	1.3
Advanced low	2.1
Advanced mid	2.2
Advanced high	2.3
Superior	3.0
Distinguished	4.0

For the purposes of what is reported on the transcript, the OPI results for this iteration of the lab will supersede any previous reporting. Likewise, any future scores may be used to supersede this reporting.

UNIVERSITY POLICIES

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Accommodations for Students with Special Needs. Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Harassment policy. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. For full university policy, follow this link: <http://www.acu.edu/campusoffices/studentlife/student-handbook.html#6>

ABOUT THE COURSE SCHEDULE

This is a tentative schedule and subject to change.

1. First five weeks: Initial self-assessment. Identify areas of strength and weakness. During lab, suggest activities that work off of strengths, but start working in areas of weaknesses.
2. Second five weeks: Midway self-assessment. Reevaluate areas of strength and weakness. Request mock-OPI with lab instructor. Continue working on skills at Advanced and Superior levels. Schedule OPIc with University Testing Center.

3. The third five weeks: Final self-assessment. Continue to work on weaknesses, especially in areas needed to demonstrate Advanced proficiency, but keep working towards Superior skills.
4. Take the OPIC between the last week of classes and the week of finals.