Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

• Use this set of forms for all proposals sent to the Curriculum Committee.
• Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submission. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
• Note that all new programs (majors and minors) and program eliminations must be reviewed and approved by the Provost and APC prior to submission to the Curriculum Committee. Significant program revisions must also undergo review and approval by the Provost. The Provost will determine if a significant proposal revision requires approval by the APC. Revisions to the General Education curriculum originate from the General Education Committee and must be reviewed and approved by the Provost.
• Completed (and signed) forms are due on the first Tuesday of every month. Submit one signed copy to the Chair of the Curriculum Committee.

1. Originator: John Hepp
   Division of Global History & Languages
   507-408-4225; john.hepp@wilkes.edu

2. Proposal Title: Generic Foreign Language classes

3. Check only one type of proposal: (double click on the appropriate check box and change default value to [checked]).
   □ New Program. (Major or Minor Degree Programs, Certificate Programs). This requires prior review and approval by the Provost and APC.
   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   □ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   □ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   □ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   □ Course additions or deletions not affecting programs (such as elective courses, transition of "topics" courses to permanent courses).
   □ Change in course credit or classroom hours.
   □ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   □ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   3   Course Addition Forms (plus syllabi)
   _____ Course Deletion Form
   _____ Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or the university.

   Overview: Since Wilkes University adopted its current General Education requirements in 2002, the only Foreign Languages courses offered have been in Spanish and French. For the last three years there have been active discussions of adding other languages but there is no means to add a language quickly or temporarily. What this proposal addresses is the creation of both a generic foreign language template and a process for adding basic General Education level classes (101/102/198) in languages that Wilkes is not currently offering at this time.

   Reasoning behind the proposal: Wilkes students have indicated interests in taking Foreign Languages other than French and Spanish for some time, and visiting faculty have offered to teach other languages, but there is currently no means to do so and have those classes count toward the General Education requirement. By creating a generic Foreign Language template and authorizing a procedure under which the Foreign Language Department (currently housed in the Division of Global History & Languages) can approve both instructors and courses in additional foreign languages in order to meet the needs of students. Some of these classes will be offered in conjunction with formal programs, while others will be offered by qualified instructors who either reside in the area or may be visiting the area for personal or academic reasons.

   Generic Foreign language course templates: As these courses are meant to serve Wilkes students at the General Education level, the Division of Global History & Languages proposes just three courses per language: [FL] 101, 102 and 198. Only [FL] 101 and 102 will count toward the General Education Foreign Language requirement. [FL] 198 will be a topics class in which aspects of cultures associated with that language can be explored, and it is assumed that virtually all [FL] 198 classes will be cross-listed with other appropriate disciplines (such as Anthropology and History). Foreign Languages classes that meet the General Education Area I requirement must teach both language and culture, and the syllabi templates attached for [FL] 101 and 102 make this clear. In the past, qualified faculty have
offered to teach classes in a variety of languages at the introductory level but there has been no way of adding those languages on short notice. The course templates and the approval procedure listed below should allow for the creation in a timely manner of such courses.

**Course approval process:** The Division of Global History & Languages will both accept offers from qualified instructors and programs to teach foreign language courses and actively seek out such persons and programs. The actual assignment of instructors to courses will be done by the division chair after examining the instructor’s qualifications and a draft syllabus. The following standards will be applied:

- Instructors will hold a minimum of a bachelor’s degree (or its equivalent) but a master’s degree is preferred
- Instructors will have training in either language or teaching; simply being a native speaker of a language on its own is not sufficient
- Instructors will have a minimum of one-year teaching experience at the post-secondary level or five-years at the secondary level or be part of a recognized post-graduate foreign language training program
- The draft syllabus demonstrates an understanding of the needs of post-secondary students
- The final syllabus (prepared after consultation with the chair) meets all the requirements of a General Education course at Wilkes University (this requirement will not apply to [FL] 198 courses).

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and course.

No other programs will be adversely affected. We anticipate students in a variety of majors would benefit from more diverse language offerings.

7. Program Outline. (Not applicable for incidental changes).

8. Signatures and Recommendations. (please date)
- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

**Diane Wenger, Chair**
Print Name/Title: Global History & Languages
Department chair(s) of all potentially affected programs
Signature: Diane Wenger
Date: 3/12/15

**Thomas J. Baldino**
Print Name/Title: Signature
Dean (s) of any potentially affected College/School.
Date: 3/12/15

**Susan H. Hitzik**
Print Name: Registrar
Signature: Susan H. Hitzik
Date: 3/12/15

**Anne Skleder**
Print Name: Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).
Signature: Anne Skleder
Date: 3/12/15

Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

**N/A**
Print Name: Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.
Signature:  
Date:  

**Helen Davis**
Print Name: Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
Signature: Helen Davis
Date: 3/12/15
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Elementary [Foreign Language] 1

2. Course Number: [FL]10

   Coordinate with Registrar to insure course number is available

3. Total Course Credit Hours: 3
   Classroom Hours ______ Lab Hours ______
   Other ______

4. Course Prerequisites: none

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   Both the fundamentals of the spoken and written language, as well as an introduction to the cultures in which the language is spoken, are taught in this class. Emphasis is placed on communicative proficiency.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit Hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

   (See course approval process above for syllabus requirements).

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1 The name of the actual language taught – Arabic, Mandarin, Japanese – will appear on the syllabus and an abbreviation for the language will appear on the student's transcript in place of [Foreign Language] and [FL].
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Elementary [Foreign Language] 2

2. Course Number: [FL] 102
Coordinate with Registrar to insure course number is available

3. Total Course Credit Hours: 3
   Classroom Hours _______ Lab Hours _______
   Other _______

4. Course Prerequisites: none

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   Both the fundamentals of the spoken and written language, as well as an introduction to the cultures in which the language is spoken, are taught in this class. Emphasis is placed on communicative proficiency.

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   (See course approval process above for syllabus requirements.)

2 The name of the actual language taught -- Arabic, Mandarin, Japanese -- will appear on the syllabus and an abbreviation for the language will appear on the student's transcript in place of [Foreign Language] and [FL].
Wilkes University Curriculum Committee
COURSE ADDITION FORM

7. Course Title: Topics in [Foreign Language]

8. Course Number: [FL]198
Coordinate with Registrar to ensure course number is available

9. Total Course Credit Hours: _____1-3_____
   Classroom Hours_______  Lab Hours_______
   Other_______

10. Course Prerequisites: none

11. Course Description (as proposed for the Bulletin):
    Course descriptions provide an overview of the topics covered. If the course
    is offered on a scheduled basis, i.e. every other year, or only during a set
    semester, note this in the description. Course descriptions should be no more
    than two to three sentences in length.

   Examination of a special topic in language, culture, or literature.

12. Required Documentation:
    Proposed Syllabus
    Attach proposed syllabus immediately after this document. In some situations
    the official syllabus may contain information which is beyond the review
    needs of the Curriculum Committee (such as extensive rubrics, etc). It is
    permissible to attach an abbreviated syllabus. In general, syllabi (whether full
    or abbreviated) should contain the following information: Course Title, Course
    Number, Credit hours, Faculty Information (name contact information, office
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    (grading) information, required texts (or other things such as tools, software,
    etc), pertinent policies and a proposed schedule of topics.

    (See course approval process above for syllabus requirements).

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5 The name of the actual language/culture taught -- Arabic, Mandarin, Japanese -- will appear on the syllabus and an abbreviation for the language will appear on the student's transcript in place of [Foreign Language] and [FL].
[Course Title]
[FL] 101
[Instructor name]
[Fall] Semester 20__
Room xxx, Meeting times

**Description:** All syllabi should contain a brief overview of the course in narrative form.

**Common outcomes:** As a student in [FL] 101 at Wilkes University you will:
- Demonstrate listening, speaking, reading and writing proficiency at a basic level in [FL];
- Recognize the grammatical and structural aspects of [FL]; and
- Show a basic knowledge of cultural behaviors and communication patterns in [FL] and a basic understanding of the historical development and linguistic characteristics of [FL].

**Course specific objectives:** As a student in this section of [FL] 101 you will:
- [List all course specific objectives]

**Readings:** List all the semester's assigned readings and how and where to obtain them.

**Requirements:** In either list or narrative form, explain the semester's requirements. This may be combined with grading or listed separately. The following is an illustration from a syllabus in which the requirements are listed separately:

_The class meets twice a week and regular attendance is important as the course themes will be developed in these sessions. If you miss a class you must make up the work on your own time. The following are the graded assignments for the semester:_

- Attendance and participation;
- Ten vocabulary quizzes;
- Two short papers written in [FL];
- Eight assignments related to the readings;
- Four dialogues (jointly prepared with other students);
- Weekly short writing assignments related classroom activities (reaction papers);
- Two in-class essay examinations; and
- A final examination.

**Grading:** All syllabi must contain a clear explanation of how a student's grade is derived. The syllabus should explain both how the various assignments are weighted and how that number is converted into a grade for the course. The Division of Global History & Languages does not require any particular methodology for deriving a student's grade,
only that any methodology that is adopted be clearly explained in the course syllabus. The Division strongly suggests that some of the graded assignments should be scheduled early in the semester both to identify students who may have challenges and to keep them on task during that critical time when they are often overwhelmed with “free time.”

**Cheating and Plagiarism:** All syllabi should include a clear statement on the instructor’s policy on cheating and plagiarism and that policy must be in compliance with Wilkes’ policy that is included in the Student Handbook.

**Attendance Policy:** All faculty should “inform students, in writing, of their attendance policy at the beginning of the semester” according to §§6.3.3 of the Faculty Handbook and the Division of Global History & Languages requires that an attendance policy be contained in the syllabus. The Division discourages attendance policies that fail a student after a certain number of absences.

**Office Hours and Contact Information:** All syllabi must contain the regular office hours of the instructor, the location of his or her office, the instructor’s telephone number, and the instructor’s email address. Instructors may, however, suggest that one method of contact (today it is often email) is preferable but students should have in the syllabus all necessary contact information in case of emergency. All instructors must also note that they are available by appointment outside of their regular office hours. The Division of Global History & Language expects that instructors will regularly check their university e-mail account.

**Course Schedule:** All syllabi should give a detailed class schedule in which the topics and readings are clearly explained. Simply listing page numbers or chapter titles is not sufficient. The course schedule should clearly indicate the due dates of assignments and the scheduled dates of examinations and quizzes.

**Optional Features:**

In addition to the sections listed above that are required in all syllabi, the Division of Global History & Languages encourages instructors to add features that make for user-friendly syllabi. Some examples include:

- Syllabi may also be made available online although the Division suggests that a printed syllabus still be distributed to students with the notation that the full syllabus also is available online.
- An explanation of the purpose of a syllabus.
- An explanation of how to obtain further help in the subject matter.

The Faculty Handbook has an overview of what should be included in a syllabus at §§6.3.3.

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1. Although all syllabi must contain a title section, instructors are free to use their standard format for such a section. The foregoing example is illustrative only.
2. This description should explain to the students what the course is about in a general way and not simply
state the requirements and objectives.
iii. The common outcomes are required to meet the General Education requirements for a Foreign Language. All instructors must include them in their syllabi and design their courses to engage them.
iv. All syllabi must clearly state the learning outcomes for the class. These outcomes should include both the specific application of the common outcomes to the course content and any other outcomes that are relevant to the course.
v. Readings may include online resources. Instructors must make clear what sources are required and which ones are suggested or recommended. All books should be ordered through the Wilkes University Student Stores.
[Course Title]

[FL] 102

[Instructor name]

[Fall] Semester 20__

Room xxx, Meeting times

Description: All syllabi should contain a brief overview of the course in narrative form.

Common outcomes: As a student in [FL] 102 at Wilkes University you will:

- Demonstrate listening, speaking, reading and writing proficiency at an intermediate level in [FL];
- Recognize the grammatical and structural aspects of [FL]; and
- Show an intermediate knowledge of cultural behaviors and communication patterns in [FL] and an intermediate understanding of the historical development and linguistic characteristics of [FL].

Course specific objectives: As a student in this section of [FL] 102 you will:

- [List all course specific objectives]

Readings: List all the semester’s assigned readings and how and where to obtain them.

Requirements: In either list or narrative form, explain the semester’s requirements. This may be combined with grading or listed separately. The following is an illustration from a syllabus in which the requirements are listed separately:

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[Course Title]

[FL] 102
[Instructor name]
[Fall] Semester 20
Room xxx, Meeting times

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Common outcomes: As a student in [FL] 102 at Wilkes University you will:
- Demonstrate listening, speaking, reading and writing proficiency at an intermediate level in [FL];
- Recognize the grammatical and structural aspects of [FL]; and
- Show an intermediate knowledge of cultural behaviors and communication patterns in [FL] and an intermediate understanding of the historical development and linguistic characteristics of [FL].

Course specific objectives: As a student in this section of [FL] 102 you will:
- [List all course specific objectives]

Readings: List all the semester’s assigned readings and how and where to obtain them.

Requirements: In either list or narrative form, explain the semester’s requirements. This may be combined with grading or listed separately. The following is an illustration from a syllabus in which the requirements are listed separately:

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