



**3. Delete:** On page 272, the entry for **SPAN 130:**

**130 Spanish for Advanced Beginners (3)**

Designed for students who have had some experience studying or speaking Spanish but who need review and more extensive practice before continuing their studies at the intermediate level. Students enrolling in this course should know fundamental grammar points and be familiar with core vocabulary. This course fulfills the ILS foreign language requirement. Prerequisite: two units of high school Spanish with grades of C or higher. Students who have credit for SPAN 120 may not receive credit for this course. Fall and Spring.

**Add:** On page 272, in place of deleted entry:

**130 Spanish for Advanced Beginners (4)**

Designed for students who have had some experience studying or speaking Spanish but who need review and more extensive practice before continuing their studies at the intermediate level. Students enrolling in this course should know fundamental grammar points and be familiar with core vocabulary. The main focus of this course is on oral proficiency practice and exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in online assignments to practice listening, speaking, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: two units of high school Spanish with grades of C or higher. Students who have credit for SPAN 120 may not receive credit for this course. Fall and Spring.

**Impact:** The proposed changes will have no negative impact on staffing or other departmental resources.

**Rationale:** Moving our beginning Spanish courses from three credit hours to four will ensure that students reach the departmentally required Intermediate Low level of competency (American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale) and are exposed to the basic cultural concepts of the Spanish speaking countries before they proceed to the intermediate courses. The Spanish program has also adopted new textbooks that will support the proficiency and communicative approach more effectively and furthers the knowledge of Spanish speaking countries. This also aligns the Spanish beginning language sequence with German, French, Portuguese, Latin, Greek, and Chinese. This change is a product of our ongoing curriculum review process and departmental discussions over the past year and a half, and is intended to ease the teaching load on faculty and at the same time increase contact time and improve student learning outcomes.