NEW COURSE PROPOSAL

PROGRAM AREA
SPANISH (HUMANITIES & SOCIAL SCIENCES)

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

SPAN 304: SPANISH FOR CAREERS AND PROFESSIONS (3)
Three hours of lecture per week.
Prerequisite or corequisite: SPAN 301 or SPAN 302.
Interactive study of Spanish as applied to the fields of business, education, health professions and social services. Students will learn the basic vocabulary and expressions pertaining to these fields.

2. Mode of Instruction.

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<tr>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>1</td>
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<td>Seminar</td>
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<td>Laboratory</td>
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<td>Activity</td>
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3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]
This course would: 1) fulfill the current second language graduation requirement; 2) be an elective for the proposed Spanish minor; 3) be a general elective. The course would be of interest to students meeting the prerequisite who are interested in learning specialized vocabulary applicable to various careers and professions.
Learning Objectives:
A partial list of what students will be able to do, in Spanish, includes:
• list, categorize, define and apply (orally and in writing) vocabulary and expressions of specialized professional vocabulary
• demonstrate the ability to participate in numerous (mock) real-life situations
• make several oral presentations to the class
• describe, ask and answer questions and make comparison related to people’s daily routines
  in the U.S. and the Spanish-speaking world.

4. Is this a General Education Course  YES  NO
5. **Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

1. Introduction to course
   - Brief overview of Spanish-speaking world
   - Greeting/leave-taking
   - Family and guardian relationships
   - Basic documents: birth certificates, driver’s license applications, etc.

2. Spanish for educators
   - General school-related vocabulary

3. Spanish for health professionals
   - Parts of body; illnesses and vaccinations
   - Taking medical history; hospital admission forms

4. Spanish for social services
   - Social services, social security, Medicaid
   - Employment and training opportunities
   - Domestic issues

5. Spanish for business
   - Business professionals
   - Marketing and computer-related vocabulary
   - Tourism and hospitality
   - Business letters, employment applications
   - Conducting/Participating in job interviews

6. **References.** [Provide 3 - 5 references on which this course is based and/or support it.]


7. **List Faculty Qualified to Teach This Course.**

   Terry L. Ballman and a new hire; Team taught with Paul Rivera.

8. **Frequency.**
   a. Projected semesters to be offered: Fall ___X___ Spring ___X___ Summer

9. **New Resources Required.**
   a. No new resources are required.

10. **Consultation.**
    Attach consultation sheet from all program areas, Library, and others (if necessary)
    n/a

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification. n/a

   **Terry L. Ballman** ______________________  **January 9, 2003**
   Proposer of Course  Date