

MEMORANDUM

TO: Committee on Academic Programs

FROM: Steering Committee

RE: 7-year BA/MD Program in Spanish

DATE: April 1, 2015

Background:

On March 24, 2015, Dean Ben Rifkin forwarded the attached proposal to Steering. His memo reads in part:

The Department of World Languages & Cultures has proposed a new program of this type: 7-Year BA/MD Program in Spanish. This proposal has been approved by the Department of World Languages & Cultures and the School of Humanities and Social Sciences. It has been endorsed by the Department of Biology and by the dean of the School of Science.

If approved, this program would serve very few students (the limitations established by the Medical School), who, while at TCNJ, would be taking classes that already exist and that have capacity for more students.

Charge:

All involved anticipate that this program would involve only the very occasional student. Most students in the Bachelor's + MD program major in Biology; the rest are spread across several departments. This program might involve one, two, or no students in any entering class.

The program is being submitted to CAP because it changes the number of required courses for the Spanish major, reducing it from twelve to eleven for those in the BA/MD program. In its review, CAP should determine if it agrees that all units that might be affected by this program have been consulted and that the benefits of the program warrant the reduction in the number of courses for the Spanish major.

If it agrees, CAP can prepare a final recommendation without seeking further testimony.

Timeline:

CAP should complete its work on this charge by the end of this semester.

TCNJ Governance Processes

Step #1 -- Identifying and reporting the problem: When a Standing Committee receives a charge from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community. The problem may have been set out clearly in the charge received from the Steering Committee, or it may be necessary for the Standing Committee to

frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any specific solutions. Clearly stated problems will lead to better recommendations.

Step #2 -- Preparing a preliminary recommendation: Once the campus community has received the problem statement, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

Step #3 -- Making a final recommendation: Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Testimony

The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees should report in their transmittal memos which groups were targeted as stakeholders, how

testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

To see the Steering Committee's guidelines for gathering testimony and making a final recommendation, see the "Governance Toolbox" at <http://academicaffairs.pages.tcnj.edu/college-governance/a-governance-toolbox/>

Three-Year Suggested Course of Study

Spanish / 7-year Medical Program

First Year

FSP	First Seminar	1 course unit
SPA	203/Intermediate Oral Proficiency <i>OR</i> SPA 210/Spanish for the Heritage Speaker	1 course unit
SPA	211/Intermediate Writing Proficiency	1 course unit
SPA	215/Spanish Phonetics	1 course unit
BIO	185/Themes in Biology	1 course unit
CHE	201/General Chemistry I	1 course unit
CHE	202/General Chemistry II	1 course unit
MAT	127/Calculus A	1 course unit

Second Year

SPA	241/Introduction to Literature in Spanish*	1 course unit
SPA	3XX /(Culture or Linguistics)	1 course unit
SPA	3XX /(Culture/Linguistics/Literature)	1 course unit
SPA	370/Spanish for the Medical Professions	1 course unit
BIO	211/Biology of the Eukaryotic Cell	1 course unit
CHE	331/Organic Chemistry I	1 course unit
CHE	332/Organic Chemistry II	1 course unit
	Liberal Learning Courses (Gender or Race&Ethnicity)	2 course units

Third Year

SPA	3XX /(Culture/Linguistics/Literature)	1 course unit
SPA	3XX /(Culture/Linguistics/Literature)	1 course unit
SPA	3XX /(Culture/Linguistics/Literature)	1 course unit
SPA	497/Spanish Senior Seminar	1 course unit
	Liberal Learning Courses (Gender or Race&Ethnicity)	2 course units
PHY	201/General Physics I	1 course unit
PHY	202/General Physics II	1 course unit

*Counts as Literary, Visual, Performing Arts, Global, Writing

FALL 1	SPRING 1	(SUMMER 1)
Bio 185 <i>Che 201</i> Spa 203 FSP	(Bio 211 or Liberal Learning Course) <i>Che 202</i> Spa 211 Spa 215 (<i>Mat 127</i>)	(Liberal Learning Course) (<i>Mat 127</i>)
FALL 2	SPRING 2	(SUMMER 2)
Bio 231 Che 321 <i>Spa 241</i> Spa 3XX (Cult or Ling)	Liberal Learning course (Gender or Race&Ethnicity) Che 322 Spa 3XX (Cult or Ling or Lit) Spa 370 (Medical Spanish)	(MCAT)
FALL 3	SPRING 3	(WINTER 3)
Spa 3XX (Cult or Ling or Lit) Spa 3XX (Cult or Ling or Lit) PHY 201 Liberal Learning course (Gender or Race&Ethnicity)	Spa 3XX (Cult or Ling or Lit) Spa 497 PHY 202 Liberal Learning course (Gender or Race&Ethnicity)	(MCAT)

