

A - New Course Proposal V. 7.2022 : Entry # 3615
DEAN Decision
Approved
Date
12/10/2025
Is this course intracollegiate or intercollegiate?
Intracollegiate
ACADEMIC PROGRAM Decision
Approved
Date
12/01/2025
Type the name of your committee
Service Learning Committee
SCHOOL EPC Decision
Approved
Date
03/03/2026
SCHOOL EPC Comments
The HBS EPC discussed the learning outcomes. We wondered if some of the learning objectives for the course were a bit too specific. Overall, we found these learning outcomes to be strong and appropriate, so we are not requiring any revisions for approval. We wanted to note here, for the record, this discussion we had. And the EPC chair emailed Dr. Arevalo to communicate this, so he is aware of our feedback.
GEC Decision
Approved
Date
04/10/2026
APIRC Decision
Approved
Date
04/17/2026
Begin Form

A - New Course Proposal V. 7.2022 : Entry # 3615**Today's Date**

12/01/2025

Your Name:

Luis Arévalo

Your Email:larevalo@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Dr. Daliang Wang

Email address of your Department Chairdwang@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Fall 2026

Information for the Registrar**Choose the department designator from the list below.**

SPN

Proposed Course Number?

3070

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

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Spanish for Money and Banking

Write the catalog description of your proposed course:

The course examines how popular culture depictions of the role of banks, remittances, credit accessibility, and microloans have shifted Latin America attitudes away from local consumer patterns and traditional banking practices. Through analysis of editorials, news, literature, art, music, and film, the course evaluates Latin American cultural practices relating to money and banking. Additionally, it develops interpersonal and presentational communication skills at the advanced-mid level, as describe by the American Council on the Teaching of Foreign Languages (ACTFL).

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Alternate years

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

SPN 2020

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Foreign Language [MODFL]

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Experiential Learning

Does this course count towards a major or a minor?

Yes

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SPN Minor--Elective

Is this course part of an academic program?

- Service Learning

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course include any community engagement?

Yes

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The SPN 3070 course design addresses, head-on, the academic objectives of the World Languages, Literatures, and Cultures Department. As a service learning course, SPN 3070 adopts a pedagogy and scholarship of learning by doing, thus emphasizing critical thinking skills and the development of ways of being and doing that support empathy and foster connections across cultures. The linguistic core of SPN 3070 develops communicative proficiency at the advanced-mid level, knowledge of Latin American culture through the lens of money and banking, as well as exposure to culturally authentic materials, which serve as a doorway to alternative value systems and cultural practices that inform global citizenship. Additionally, SPN 3070, by reason of its content, might be a candidate for inclusion in International Business and Latin American Studies programs, enhancing cross-departmental complementarity.

List all student learning outcomes for this course.

Cultural Competencies

1. Describe how cultural practices such as “el compadrazgo”, “las cofradías”, gift exchanges during “El día de la cruz” and “El día de los muertos” interacts with the economy of traditional Latin American towns.
2. Evaluate how cultural perspectives on fiat and digital money, loans, remittances create incentives towards consumerism in rural towns.
3. Analyze how popular sayings, songs, TV commercials, news, editorials, literary works, and journal articles depict social products such as money, hyperinflation, reliance in cash transitions, microlending, and find equivalents in US cultural products.

Language Specific Competencies

4. Narrate and describe in present, past and future tenses, present and support arguments in a paragraph length format at the level of an advanced-mid student as described in the ACTFL standards

Interpersonal and presentational communication

5. Respond to open ended questions with a properly structured sentence without loss of meaning during mockup interview sessions

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6. Employ formal forms of treatment when appropriate, and articulate answers in a paragraph format without loss of meaning on topics previously covered in class

7. Present a previously covered topic in class employing one of the following communicative strategies: explaining, persuading or narrating

SL—Integrate and Apply

8. Apply vocabulary, conversation skills, and grammar learned and practiced in class to prepare class material, conduct presentations, and converse with students from Kirkman Park Elementary and Newcomers MS. (SL #1)

9. Research, create brochures and deliver a 5-minute presentation at the YWCA in Spanish containing information on how to pay for college for Latino parents of rising senior students (SL #1)

SL--Ethical Reasoning

10. Discern complex ethical issues during interactions with community members or class discussions, i.e., access, cost, quality of higher education (SL #2)

11. Articulate different perspectives on access, cost, and quality of higher education and evaluate own's position in relation to other points of view. (SL #2)

SL--Inclusion

12. Describe different points of view on the same issue; reconstruct their internal logic, verbalize and reflect on own's held assumptions, and show evidence of moving towards a more adaptable approach before similar issues (SL #4)

List any units or content areas that will be required for all sections of this course.

Functions of Money

Latin American Cultural Perspectives on Fiat and Digital Money

Micro Lending in Latin America

International Money Transfers

Hyperinflation in Latin America

Brief History of Latin-American currencies: From Cacao Beans to fiat and digital currencies

List any assignments, tests, or other assessments that will be required for all sections of this course.

NA

List any readings or other materials that will be required for all sections of this course.

NA

List any course policies that will be required for all sections of this course.

NA

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

Seat time can be replaced with time used in service learning activities. No more than fifty minutes per week of class time can be flexed for direct and indirect service hours.

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

NA

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Sample Syllabus

- [Arevalo-SPN-3070-Syllabus-v6.pdf](#)

Additional Documents

- [Quien-es-quien.-PSAP.doc](#)