



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Revision of the Major in Spanish in the Department of Spanish and Portuguese, in the College of Liberal Arts and Sciences.

SPONSOR: Mariselle Melendez, Professor of Spanish and Department Head, 333-3390, melendez@illinois.edu

COLLEGE CONTACT: Karen Carney, Associate Dean, LAS. 333-1350, kmcarney@illinois.edu

BRIEF DESCRIPTION: We propose to restructure the Spanish major by providing students the ability to choose more of their major courses while keeping the total number of hours required for the major the same. Currently, students are required to complete a total of 33 hours in the major, 18 hours of which are required core courses, with just 15 hours of major electives. Under the proposed revisions, all students will still be required to complete SPAN 228, Spanish Composition (which requires at least fourth-level language proficiency), and will work with the departmental adviser to select courses that complement their academic interests. (This should be particularly useful for those students interested in combining the study of Spanish with another major.) To ensure a high level of rigor in the major, students will be required to complete 4-6 courses at the 300- and 400-level and to complete the same number of total hours (33 hours).

JUSTIFICATION: As the field of Spanish studies continues to develop in many disciplinary directions, the restructuring of the Spanish major will allow students greater flexibility to combine traditional areas of inquiry (linguistics, literature and cultural analysis), with emerging areas of analysis (Spanish in the professions, new media studies, social justice, etc.). This will make the major valuable to a wider range of career and educational opportunities, as well as making it easier for students interested in combining it with another major. Second language acquisition research and knowledge of heritage language learners' needs supports this need for flexibility, which would allow students with different backgrounds to adjust their progress through the curriculum, according to their level of linguistic proficiency. (See Appendix B for specific examples.) These structural changes are in line with the curricular frameworks that most successful Spanish programs in our peer institutions (e.g., University of Michigan) already have in place. In sum, we want students to be able to combine courses differently; we want to reach students who might not be interested in a traditional course of study yet would like to be majors; and we want to facilitate matters for double majors who represent a significant number of our current majors. To support students, our full-time academic advisor will work with students to put together their unique plan of study. Finally, to reflect the co-existence of minority languages in Spanish-speaking countries as well as the contact between Portuguese and Spanish, students will be able to take up to two SPAN courses that are taught in a language other than Spanish.

Some SPAN courses are taught in English and other languages within our department (Portuguese, Catalan and Basque) can crosslist with SPAN.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources

a. How does the unit intend to financially support this proposal?

No new financial resources are required for this proposal. Our number of Majors has dropped significantly in the last ten years. In the Fall of 2006, we had 315 Majors, whereas this semester we have only 148. The current structure of our major has produced scheduling difficulties that place an undue burden on both students and faculty: students must take courses in very structured sequences in order to complete the major and several courses (some with multiple sections) must be offered every semester in order to allow students to progress. The proposed structure also allows students to take any 200- or 300-level SPAN course for credit towards the major, which is not currently the case. The increased flexibility of the proposed changes would enable us to meet current demands, since more courses would be available to any given student in a particular semester. By extension, the proposed structure would also afford a greater capacity to meet increased demand with existing faculty and departmental resources.

b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

No new capacity or surplus is expected, though as explained above, if enrollments increase as we hope they will, we will be able to better fulfill our mission and our contribution to the Campus by bringing up our number of majors to a higher level, closer to our historical numbers. Furthermore, by reducing the number of required courses from six to one, we free up our resources in the department to offer and staff courses according to student demands.

c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

We anticipate no need for campus or external resources.

d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

Attached.

2) Resource Implications

a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

We believe that the flexibility and freedom for personalization that is built into the structure of this revised Spanish major will help us attract more majors. (As mentioned above, the number of Spanish majors has decreased significantly over the past 5-7 years, reflecting to a large extent the trends among language majors—and humanities majors

more generally—both at our university and nationally.) Therefore, as student interest in the major and in particular courses becomes apparent, this more flexible structure for the major will allow us to make any necessary adjustments across the curriculum easier to maintain.

In our estimation no increase in faculty numbers or current teaching loads would be required if this proposal to revise our Major is implemented. Student-faculty ratios among majors at present are Student FTE/Tenure System Faculty FTE = 6 vs the Campus average of 18). We can thus afford an increase in this respect. Average class size in our 300-level courses is 17.

b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units

Currently, the majority of our majors are double majors who tend to study Spanish for enrichment or to complement their primary major. So although it is true that an increase in the number of Majors in one undergraduate program should result in a decrease in Majors in other programs, the effect of an increase of Spanish Majors on other Majors may be lesser than in many other cases because we expect a sizable number of Majors to be double Majors. That is, students who would otherwise have pursued a Minor in Spanish and a Major in another discipline would be more likely to pursue a double Major if the changes we are proposing are implemented.

c. Please address the impact on the University Library

There will be no impact.

d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

This revision to the structure of the major in Spanish carries no inherent impact on technology or space. Almost all of our 200 or 300 only require the use of Compass and similar services, which can be accessed from any location. Only one course (SPAN 228) has a lab component, and it is already a required course. However, we have already developed fully online versions of this course that can be used to meet student demand and, again, offer students the flexibility they desire.

DESIRED EFFECTIVE DATE: Fall 2017 or as soon as full approval is received.

Statement for the Academic Catalog:

Overview tab (no edits)

Mariselle Melendez, Head of Department
4080 Foreign Languages Building, 707 South Mathews, Urbana
PH: (217) 333-3390
<http://www.spanport.illinois.edu/>

The Department of Spanish and Portuguese offers majors in the following areas: Spanish, Portuguese, and a Curriculum Preparatory to the Teaching of Spanish. The department also offers the following undergraduate minors: Spanish and Portuguese. The 5 year BALAS /MA in Spanish and European Union Studies allows students to receive two degrees, a BALAS in Spanish and an MA in European Union Studies.

Majors tab (no edits)

Spanish

For the Degree of Bachelor of Arts in Liberal Arts and Sciences

- [Spanish](#)

For the Degree of Bachelor of Arts in the Teaching of Spanish

- [Teaching of Spanish](#)

Portuguese

For the Degree of Bachelor of Arts in Liberal Arts and Sciences

- [Portuguese](#)

5 Year BALAS/MA in Spanish and European Union Studies

The Department of Spanish and Portuguese with the European Union Center offers a 5-year BALAS /MA degree program in Spanish and the Master of Arts in European Union Studies (MAEUS). In order to be admitted to this degree program, students apply through a joint application process to their BALAS-granting program and the European Union Center during their third year of studies. Requirements for this degree program are identical to those for the stand-alone BALAS and for the stand-alone MAEUS. Students will receive both degrees when the requirements are met for the two degrees; the BALAS and MA degrees will be conferred separately and independently. More detailed information may be obtained from department and EUC offices.

Major website

Spanish

For the Degree of Bachelor of Arts in Liberal Arts and Sciences

Major in Sciences and Letters Curriculum

E-mail: span-port@illinois.edu

Minimum required major and supporting course work normally equates to 48 hours, including 33 hours in Spanish courses **at the 200-level or higher.**

General education: Students must complete the Campus General Education requirements.

Minimum hours required for graduation: 120 hours

Twelve hours of 300 and 400-level courses in the major must be taken on this campus.

A Major Plan of Study Form must be completed and submitted to the Student Affairs Office before the end of the fourth semester (48-60 hours). Please see your adviser.

Minimum hours required for graduation: 120 hours

Departmental distinction: To be considered for departmental distinction, a student must maintain a 3.5 grade point average and fulfill special additional requirements. See the department's adviser.

33 hours of SPAN courses ¹	33
SPAN 228- Spanish Composition	
4-6 200-level SPAN courses (12-18 hours)	
4-6 300 and/or 400-level SPAN courses (12-18 hours)	
Supporting course work, a minor or a second major in an area of study chosen by the student and approved by the advisor. ²	15-21
Total Hours	48-54

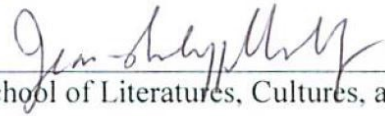
1. *With the permission of the adviser, students will be able to take up to two SPAN courses that are taught in a language other than Spanish.*
2. *A minor generally consists of 16-21 hours.*


CLEARANCES:

Signatures:

CLEARANCES:

 11/22/16
Head, Department of Spanish & Portuguese

 11/22/16
School of Literatures, Cultures, and Linguistics


College Representative: _____

12-5-16
Date: _____

Appendix A: Proposed Curriculum Revisions

Current Requirements:	Current Hours	Revised Requirements:	Revised Hours
<i>33 hours in Spanish courses</i>		<i>33 hours in Spanish Courses ¹</i>	
<i>Required Skills Courses</i>			
SPAN 200 – Readings in Hispanic Texts	3 Hours		
SPAN 204 – Practical Review of Spanish	3 Hours		
SPAN 228 – Spanish Composition	3 Hours	SPAN 228 – Spanish Composition	3 Hours
<i>Required Introductions to the Disciplines Courses</i>			
SPAN 250 – Intro to Literary Analysis	3 Hours		
SPAN 252 – Intro to Linguistics	3 Hours		
SPAN 254 – Intro to Cultural Analysis	3 Hours		
Spanish Electives. Choose 5 SPAN courses, at least 4 of which must be at the 300 or 400 level and no more than 2 of which may be taught in English; Chosen from a list maintained in the Spanish Advisor's Office.	15 Hours		
		4-6 Courses at the 200-level	12-18 Hours
		4-6 Courses at the 300 and/or 400-level	12-18 Hours
Supporting course work or a minor in a related area of study, which will be chosen by the student and approved by the advisor. Such areas may include, for example, any other language and literature (including	15-21	Supporting course work, a minor or a second major in an area of study chosen by the student and approved by the advisor. ²	15-21

Portuguese, Catalan, and Italian courses), Latin American studies (exclusive of Spanish American literature courses), history, political science, biology (premed), international law (prelaw), economics and finance, business administration, education, architecture, fine arts, and journalism. 1			
Total Required Hours	48-54 Hours	Total Required Hours	48-54 Hours
Footnotes			
1. A minor generally consists of 18-21 hours.		<i>1. With the permission of the adviser, up to 2 courses taught in a language other than Spanish may be counted toward the major.</i>	
		<i>2. A minor generally consists of 16-21 hours.</i>	

APPENDIX B: PATHS WITHIN THE MAJOR IN SPANISH

The proposed revision to the Spanish major allows students to choose courses that best fit their needs, both in terms of their proficiency in Spanish and subject matter. On our website, we will provide model plans for students, and our full-time Spanish advisor will provide individual guidance. Below are examples of a few student profiles.

Hispanic Studies. Data from the Modern Languages Association shows that around 7% of foreign language undergraduate students pursue graduate studies in the same field.

228- Spanish Composition	310- Premodern Span Lit & Cultures
242-Intro to Latina/o Literature	312- Modern Spanish Lit & Cultures
246- Gender & Sexuality Latina/o Lit	316- Latin Am Lit & Cult from 1800
250- Intro to Literary Analysis	318- Spanish Cultural Studies I
254- Intro to Cultural Analysis	320- Spanish Cultural Studies II
	326- Cultural Studies Americas II

Advanced learner of Spanish. Students who fit this profile are often heritage speakers of Spanish or second language learners who have had good, sustained K-12 Spanish instruction.

228- Spanish Composition	307- Bilingualism
232- Spanish for Business	312- Modern Spanish Lit & Cultures
240- Latina/o Popular Culture	308- Spanish in the United States
250- Intro to Literary Analysis	320- Spanish Cultural Studies II
254- Intro to Cultural Analysis	324- Cultural Studies Americas I
	326- Cultural Studies Americas II

Intermediate learner of Spanish. Students who fit this profile begin with an intermediate proficiency level for a variety of reasons. They benefit from taking more 200 level courses.

200- Readings in Hispanic Texts	308- Spanish in the United States
202- Spanish for Business	320- Spanish Cultural Studies II
204- Advanced Spanish Grammar in Context	326- Cultural Studies Americas II
208- Oral Spanish	332- Spanish and Social Entrepreneurship
228- Spanish Composition	
232- Spanish in the Community	
254- Intro to Cultural Analysis	

Specialized area of interest: Social Justice. The majority of students of Spanish are interested in combining Spanish with another major or area of scholarly interest. Social justice is one example among many that we can highlight for students.

208- Oral Spanish	307- Bilingualism
228- Spanish Composition	308- Spanish in the United States
232- Spanish in the Community	309- Varieties of Spoken Spanish
246- Gender & Sexuality Latina/o Lit	312- Modern Spanish Lit & Cultures
254- Intro to Cultural Analysis	326- Cultural Studies Americas II
	332- Spanish and Social Entrepreneurship

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Liberal Arts and Sciences
Office of the Dean

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702 S. Wright Street, MC-448
Urbana, IL 61801



December 5, 2016

Kathryn Martensen
Associate Provost
Office of the Provost and Vice Chancellor for Academic Affairs
207 Swanlund Administration Building
MC-304

Dear Kathy:

The Committee on Courses and Curricula on behalf of the Faculty of the College of Liberal Arts and Sciences has voted to approve the following proposals:

Revise the Undergraduate Minor in Spanish
Revise the BALAS in Spanish

Please address all correspondence concerning these proposals to me. This proposal is now ready for review by the Senate Educational Policy Committee for proposed implementation in Fall 2017.

Sincerely,

A handwritten signature in black ink that reads "Karen M. Carney".

Karen M. Carney
Associate Dean

enclosures

C: Professor Mariselle Melendez
Professor Melissa Bowles
Dr. Ann Abbott
Professor Jean-Philippe Mathy