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APR 10 2008

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

TITLE OF THE PROPOSAL: Revision of the BALAS: Spanish, College of Liberal Arts and Sciences

SPONSORS: Profs. Silvina Montrul, Elena Delgado, and Department Head Diane Musumeci, Spanish, Italian & Portuguese, 4080 FLB, MC-176, phone: 333-1780, montrul@uiuc.edu

COLLEGE SPONSOR: Ann Mester, Associate Dean, College of LAS, 294 Lincoln Hall; MC 448; 3-1350; mester@uiuc.edu

BRIEF DESCRIPTION:

The current major in Spanish requires 32 hours in Spanish beyond completion of the basic language sequence (SPAN 140, 141 or 142), including at least 24 hours of required 'core' courses, 8 hours of electives, and a minimum of 15 hours of supporting course work. Currently, two 'basic skills' courses (grammar and composition) are required and are prerequisites to all advanced required courses. One 'basic skills' course (reading) is a prerequisite to required advanced courses in literature, but currently does not count toward the major. Four of the required six 'core' content courses are in literature. Only one course in linguistics and one course in culture are required for the major. Given the scant number of courses at the 300-level, students must complete their major by taking courses at the 400-level.

The proposed revision requires 33 hours in Spanish beyond the fourth semester, including 18 hours of required 'core' courses, 15 hours of electives, and a minimum of 15 hours of supporting course work. The major differences between the current and the proposed major are 1) All three 'basic skills' courses (SPAN 200, SPAN 204 and SPAN 228-reading, grammar and composition) will count toward the major; 2) All undergraduate majors will complete three "Introduction to the discipline" courses (SPAN 250, SPAN 252 and SPAN 254) that stress the development of analytical skills in each of the disciplinary areas represented in the unit (literature, linguistics and culture); all three courses are required and each is the prerequisite to more advanced coursework in that area; 3) The total number of required courses will be reduced by two and the number of electives will be increased by two; 4) Students will be able to complete the major by taking courses in any/all of the three disciplinary areas (literature, linguistics, and/or culture); and 5) The proposed revision will include moving a number of courses from the 400-level to the 300-level with modifications to make them appropriate transitional courses to more specialized work at the 400-level, which will be reserved for honors credit, very advanced undergraduates, and beginning graduate students. The majority of the courses will continue to be taught in Spanish. However, due to the more interdisciplinary nature of the proposed curriculum, students will be able to take up to three courses (1 required and 2 electives) that are taught in English. (see *Appendix 1: Proposed Major in Spanish* for a list of elective courses)

JUSTIFICATION:

The revision of the curriculum is a modernization to reflect the current state of the field, to bring it in line with sister disciplines in the humanities, and to create a coherent curriculum that conforms to the most recent recommendations of the Modern Language Association (May, 2007). The redesign is motivated by two major, interrelated and complex factors. First, over the last decade, the Humanities in general and departments of foreign language in particular, have

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been undergoing significant transformation. There is a growing move towards decentralizing a predominantly literature-based curriculum and placing the study of languages and cultures other than English at the center of many related disciplines. A comparison of our curriculum with those of peer institutions in the Big Ten places Illinois clearly behind when it comes to re-conceptualization of intellectual mission and object of study.

The second major factor relates to current demographic and social changes in the world around us, and especially in the U.S, where it is projected that by the year 2050 one quarter of the population will be Hispanic. Not only has this demographic explosion endowed the Spanish language with increasing visibility in U.S. society, but it has also generated growing interest in issues particularly relevant to the extremely diverse Hispanic population. For our department, this translates into increased enrollments and high demand for Spanish.

BUDGETARY AND STAFF IMPLICATIONS:

a. Additional staff and dollars needed: None. All changes will be accommodated with existing funds.

b. Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.):

Spanish courses are in high demand, especially at the 200-level. The proposed revision of the curriculum does not create any additional prerequisites that might exacerbate this situation. In fact, by reducing the number of required courses, we expect that the demand will distribute more evenly across the course offerings. By allowing courses in addition to literature to count toward the major, the unit's strength in linguistics will be made available to undergraduates.

As the curriculum currently stands, the huge demand for Spanish means that many of the undergraduate courses, which are typically small, lecture-discussion format classes, are taught by graduate Teaching Assistants. As a result, undergraduates in Spanish rarely experience a course that is faculty-taught before their final semester. The proposed change in the curriculum has taken the demand for Spanish into account in the following ways:

1) The required 'basic skills' courses (SPAN 200, SPAN 204 and SPAN 228) will be offered in three different formats, each appropriate to the course content. SPAN 204 has recently been converted to a large, faculty-taught lecture with accompanying small, TA-led discussion sections. The change has allowed the unit to enroll 28% more students with no increase in FTE. SPAN 200 (Reading), on the other hand, will be converted to a primarily online format, with testing done in a controlled setting. It will continue to be supervised by a non-tenure-track faculty member, with one TA. Because of its focus on intensive and extensive writing, SPAN 228 (Composition) will continue to be taught by TAs in computer classrooms with a maximum section size of 18. The TA FTE that have been saved by the conversion of SPAN 204 and the "Introduction to the discipline" courses (SPAN 250, SPAN 252 and SPAN 254) will be used to accommodate more students in SPAN 228. This will entail access to additional computer classroom space.

2) In order to both meet student demand for the introductory-level courses and increase contact with faculty, the three 'Introduction to the discipline' courses (SPAN 250, SPAN 252 and SPAN 254) will also be offered as faculty-taught lectures with accompanying, small TA-led discussion sections. In addition to introducing faculty to undergraduates much earlier in the

curricular sequence, this format will accommodate more students in the high demand courses and make better use of our graduate teaching assistants by giving them experience teaching within their discipline under the direct supervision of a faculty member. The addition of small discussion sections will ensure that students will have the opportunity to develop their expressive skills in Spanish.

Course	Enrollment	Faculty FTE	TA FTE
(Fall 2007) SPAN 200	123	0.50	0.33
(proposed) SPAN 200	400	0.50	0.33
(Fall 2006) SPAN 204	354	0	2.33
(Fall 2007) SPAN 204	489	0.50	1.83
(Fall 2007) SPAN 228	191	0	1.8
(proposed) SPAN 228	300	0	2.6
(Fall 2007) SPAN 225/227	106	0	0.67
(proposed) SPAN 250 Intro to Literary Analysis	150	0.25	0.33
(Fall 2007) SPAN 302	75	0.50	0.17
(proposed) SPAN 252 Intro to Hispanic Linguistics)	150	0.25	0.33
(Fall 2007) SPAN 301	50	0	0.33
(proposed) SPAN 254 Intro to Cultural Analysis	150	0.25	0.33

The change in delivery format for the “Introduction to the discipline” courses (SPAN 250, SPAN 252 and SPAN 254) will require access to large lecture halls with IT capability. On the other hand, each course will free up from 6 to 32 regular classrooms, particularly at peak times of the day.

The current undergraduate curriculum restricts the number of majors at the entry point in the system, due to the unit’s inability to accommodate large numbers of students in the early, required courses since they are all taught as small, lecture-discussion sections with a maximum enrollment of 23-25 students each. The proposed curriculum seeks to increase accessibility to the early, required courses by changing the way in which instruction is delivered in those classes where it is most appropriate. The small lecture-discussion format will continue to be used in the more advanced courses at the 300- and 400-level.

c. Effect on course enrollment in other departments and explanations of discussions with representatives of those departments:

The change in delivery format for several courses, both basic skills and Introductions to the disciplines, at the 200-level will provide increased access for Spanish majors and minors as well as for the many students who wish to combine Spanish with their primary course of study. The Division of General Studies has already noticed the positive impact of the revision of SPAN 204. The unit has been working closely with Assistant Dean Penny Soskin to ensure increased access for James Scholar students. The majors in International Studies with a concentration in Spanish will directly benefit from increased access at the 200-level as well as from expanded course offerings at the 300-level, including a variety of courses in cultural studies focusing on Spain and Latin America. The creation of Topics courses at the 200- and 300-levels will facilitate the transfer of credit earned during study abroad.

d. Impact on the University Library (A letter of acknowledgement from the University Librarian must be included for all new program proposals.):

This is a revised program. The Library holdings are more than adequate.

e. Impact on computer use, laboratory use, equipment, etc.:

SPAN 204 (max. enrollment 250/lect) and the three "Introduction to the disciplines" courses (SPAN 250, 252 and 254, max. enrollments 150/lecture each) will require large lecture halls with IT capability. Additional sections of SPAN 228 to better meet student demand will require additional access to networked computer lab space (max. enrollment 18/section). A letter of support from ATLAS and one from FMS have been requested and will be attached to this document.

GUIDELINES FOR UNDERGRADUATE EDUCATION:

The proposed Spanish major meets the guidelines published in the 1972 report entitled "An Academic Plan for the Urbana-Champaign Campus." Through the three required basic skills courses, the three required introduction to the disciplines courses, and the electives, students will acquire the ability to understand someone else speaking about a discipline-related topic and be able to engage that person in discussion; speak about topics related to their particular area of study and to develop and articulate positions in oral and written Spanish using appropriate sociolinguistic registers with few grammatical errors. In terms of cultural competency, students will demonstrate an understanding of the perspectives and products of the cultures studied; acquire information and recognize the distinctive viewpoints that are only available through the study of a foreign language and texts produced in different cultural contexts; recognize different patterns of interaction that are relevant in different cultural settings; and reflect on their own cultural frame of reference and their own cultural conditioning. Students will receive professional preparation by acquiring broad knowledge of the disciplines that comprise contemporary Hispanic studies (cultural, literary and linguistic studies) and knowledge of the three basic populations represented by Hispanic studies (Spain, U.S. Latino/a, and Latin America) as well as of their languages, cultures, and literary production.

PROPOSED EFFECTIVE DATE: Fall 2008

CLEARANCES:

Musumeci

Department of Spanish, Italian, and Portuguese
Date 10/22/07

Costello

School of Literatures, Cultures, and Linguistics
Date 10/23/07

Quinn

College of Liberal Arts and Sciences
Date 4/4/08

Office of the Provost
Date

STATEMENT FOR PROGRAMS OF STUDY CATALOGUE:

Spanish

Spanish, Italian and Portuguese

Head of Department: Diane Musumeci
Department Office: 4080 Foreign Languages Building, 707 South Mathews, Urbana, (217) 333-3390

Spanish

www.sip.uiuc.edu

These fields of study are sponsored by the Department of Spanish, Italian, and Portuguese. See also Italian and Portuguese. A Study Abroad program is also available.

Major in Sciences and Letters Curriculum

E-mail: sip@uiuc.edu

Degree title: Bachelor of Arts in Liberal Arts and Sciences

Minimum required major and supporting course work normally equates to a minimum of 48 hours, including 33 hours in Spanish courses beyond SPAN 140, 141, 142, 143. It must include at least **18** hours of **core courses**, plus at least **15** hours of **electives**, and a minimum of 15 hours of **supporting coursework**.

General education: The LAS General Education requirements are set up so students automatically complete the Campus General Education requirements.

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 honors adviser.

Hours	Requirements
18	Core Courses
	Basic Skills courses

	SPAN 200—Readings in Hispanic Texts
	SPAN 204—Practical Review of Spanish
	SPAN 228—Spanish Composition
	Introductions to the Disciplines courses
	SPAN 250: Introduction to Literary Analysis
	SPAN 252: Introduction to Hispanic Linguistics
	SPAN 254: Introduction to Cultural Analysis
15	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 SIP Advisor's Office.
15-21	Supporting course work or a minor ¹ 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 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.
48-54	Total hours

1. A minor generally consists of 18-21 hours.

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

All foreign language requirements must be satisfied.

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.

Curriculum Preparatory to the Teaching of Spanish

E-mail: sip@uiuc.edu

In order to remain in good standing in this program and be recommended for certification, candidates are required to maintain UIUC, cumulative, content area, and professional education, grade-point averages of 2.5 (A= 4.0). Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages.

Degree title: Bachelor of Arts in the Teaching of Spanish

Minimum required course work normally equates to 33-36 hours in Teaching Area of Concentration and 29 hours of professional education courses.

Minimum hours required for graduation: A minimum of 123 hours of credit is required for graduation.

General education: Consult the Curricula Preparatory to Teaching Foreign Languages.

Departmental distinction: To be eligible for departmental distinction, a student must have a minimum grade point average of 3.0, display exceptional teaching ability, and complete an approved project or series of projects. Consult the Spanish teacher education adviser for details.

Foreign study: It is strongly recommended that future teachers of Spanish engage in one or more semesters of study in a Spanish-speaking country. A number of the curricular requirements listed above may be met through the Year Abroad Program or other approved programs; see Study Abroad Programs.

Hours	Professional Education Requirements
29	Professional education courses. (See <u>Foreign Languages: Curricula Preparatory to Teaching Foreign Languages</u> .)

Teaching Area of Concentration: Spanish

Hours	Requirements
18	Core Courses
	Basic Skills courses
	SPAN 200—Readings in Hispanic Texts
	SPAN 204—Practical Review of Spanish
	SPAN 228—Spanish Composition
	Introduction to the Disciplines courses
	SPAN 250 Introduction to Literary Analysis
	SPAN 252—Introduction to Hispanic Linguistics
	SPAN 254—Introduction to Cultural Analysis
3	SPAN 303—Sounds of Spanish
3	SPAN 477—Span Grammar Comm Lang Tchg
3	Choose one of the following:
	SPAN 318—Cultural Studies Spain I, or
	SPAN 319—Cultural Studies Spain II
3	Choose one of the following:
	SPAN 324 Cultural Studies Americas I, or
	SPAN 326 Cultural Studies Americas II
3-6	Spanish electives: one or two 300- or 400-level courses chosen from a list maintained at the SIP advisor's office.

33-36	Total hours

Minor in Spanish

E-mail: sip@uiuc.edu

Hours	Requirements
	Basic Skills courses
3	SPAN 200—Readings in Hispanic Literature and Culture
3	SPAN 204—Practical Review of Spanish
3	SPAN 228—Spanish Composition
3	Choose one of the following:
	SPAN 250 Introduction to Literary Analysis, or
	SPAN 252 Introduction to Hispanic Linguistics, or
	SPAN 254 Introduction to Cultural Analysis
6	Electives from among SPAN courses at the 300 or 400 level chosen from a list maintained at the SIP advisor's office
18	Total hours