

## Revised Proposal for a Revision of the Undergraduate Spanish Major

### **I. Introduction**

With this document the Department of Spanish and Portuguese is submitting for consideration by the appropriate bodies a proposal for a revision of the Undergraduate Spanish Major. Discussion of a possible revision began in the Department close to three years ago, when a consensus emerged that our present major, which has been in place since at least 1996, was no longer meeting the needs of our students as well as it might. The primary objection was that it failed to recognize that the discipline of Hispanic Studies, both in general and here in our department, had changed. In addition, the Department had grown so large, and in such divergent ways, that a major based on a one-size-fits-all approach had ceased to be viable.

To be precise, our discipline now involves three discrete areas: Peninsular Spanish Studies, Latin American Studies, and Hispanic Linguistics. These areas, obviously, have points of contact, but the methodologies they utilize and the concerns that inform them are quite different. Over the years, our students have come to perceive that fact, and increasingly they have directed their studies to one or another of the three areas specified, depending on their interests and their career plans.

As discussion of a revision of a major evolved, it was important to incorporate into a possible new structure the changes that have taken place both within Hispanic Studies and within the student body. The eventual result was, as outlined below, a major, based on a series of tracks, which would allow for a significant amount of specialization while ensuring at the same time healthy diversification. The tracks are roughly parallel to those that structure our Undergraduate Honors Major, and they incorporate a number of courses that have been added to our curriculum in recent years as the Department sought to reflect through its offerings changes in the discipline, as well as a number of long-existing courses. No further new courses are being considered at the present time, but concurrent with this proposal for a revised major, we are proposing changes affecting two of our Senior Seminars, Spanish 650 and 660 (see attached Course Change Requests)

### **II. History**

The steps that were involved in the construction of our revised major are as follows.

1. The Undergraduate Studies Committee (UGSC) was charged by the Chair of the Department and the Departmental Council with the responsibility of investigating the desirability and/or feasibility of instituting a new structure

for the Spanish major, and, if appropriate, to propose to the Departmental Council a new structure.

2. The UGSC began its work by researching majors at the following institutions which have departments comparable in size to that of the Department of Spanish and Portuguese here at The Ohio State University: the University of California, Berkeley; the University of California, Los Angeles; the University of Minnesota; the University of Wisconsin-Madison; the University of Arizona; Indiana University. It learned that, with the exception of the last named of these universities, the Spanish major at all of them is based on a series of tracks, ranging from in number from two to five.
3. The committee subsequently investigated undergraduate majors in French and German here at OSU. It learned that both of them are also based on tracks: four in French, two in German.
4. The committee then solicited input from other faculty members in the Department and, particularly, from the two undergraduate advisors in the Department who serve, as well, as ex officio members of the committee. The latter reported that, in their discussions with undergraduate students, they received the impression that students were favorably disposed to the idea of tracks and that many of them were, in practice, already consolidating their studies in one of the three areas of specialization mentioned above, partly because such consolidation reflected the students' interests and partly because it seemed appropriate to their future career plans. The impressions that the major advisors reported to the committee were corroborated over the period of two years by the various students who served as members of the committee during that time.
5. On the basis of the information gathered from various sources, all of which pointed to the desirability of a series of tracks with the Spanish major, the Undergraduate Studies Committee next set out to devise a restructuring of the major. Several drafts were considered and revised successively. Originally, a major with three different tracks was conceived: Peninsular Literatures and Cultures, Latin American Literatures and Cultures, and Hispanic Linguistics. Later, a fourth, more general, track, Hispanic Studies, was added to the plan, for the reasons given below.
6. Finally, after the UGSC was unanimously approved a proposal for a revised major with four tracks in March, 2007, it was forwarded to Fernando Unzueta, the Chair of the Department, for consideration by the entire Departmental Council. The Council took the proposal up at its first meeting in the Spring Quarter, 2007, and although the vast majority of the members were very favorably disposed to the revision proposed, a few colleagues indicated that they wished to have more time to consider the implications of

the proposal. The proposal was thus tabled for the moment, and then re-presented at the Council's final meeting for the year in early June, 2007. At that time, it received unanimous approval. A few adjustments in details (especially the experiential component), a change in the personnel responsible for finalizing the proposal, and the requirement that a preliminary prospectus for a revised major be submitted to OAA prior to submission of the final proposal delayed formal submission until April 2008.

7. In May 2008, the proposal was discussed in the Humanities CCC and sent back to the Department with extended commentary and some requested changes. Most of the comments and questions concerned the increase of credit hours from 50 in the present major to 55 in the proposed new major. After discussion the Department it was finally conceded that the new major could be proposed without an increase in credit hours, and the number of hours was once again reduced to 50, as seen in the present document. In addition, several other minor changes were made to the proposal. All of these were voted on in the Department, and the present proposal was approved in the Department at the end of Autumn Quarter, 2008.

### **III. Rationale for the Proposed Revision of the Spanish Major**

The number of Spanish majors at The Ohio State University has increased steadily over the past several years, growing from a total of 386 in Autumn Quarter of 2003 to 484 in Autumn Quarter of 2008. Concomitant with that increase has been an improvement in the pre-major preparation of the students. That improvement can be related to a number of different factors: many students now arrive at Ohio State having studied Spanish for two years or more in their secondary schools; while here, the better students challenge themselves by taking accelerated and Honors courses; and, last but not least, a significant number of undergraduates are currently taking advantage of the opportunity to study abroad for a quarter or a semester while completing the language requirement. The result is that already upon their entrance into the major students are in a position to do quite advanced work. What is more, many of them already know what it is that they would like to get out of the major, having been exposed to the various fields that comprise the Spanish major in their previous work or in their travels abroad.

As presently structured (see Section IV, below), the Spanish major is very broad. There are few required courses, and students may choose quite freely among an extensive array of courses. While a certain amount of flexibility in any academic program is obviously to be desired, too much pliancy can lead to a lack of coherence, of solidness, and of effectiveness. There is the danger that, at the end of such a relatively unstructured program, students know something about many different things, but nothing in depth about a few things in particular. Furthermore, there is the risk that they may fail to see the connections among the things that they do know about.

It is with these thoughts in mind that we have devised a new framework for our Spanish major. It is designed to ensure that all students follow a program that is logical and structured, concentrating their work in one of four different tracks: Peninsular Literatures and Cultures, Latin American Literatures and Cultures, Hispanic Linguistics, and Hispanic Studies. The first three tracks are rather more specialized and are intended for students who have a particular interest in the area covered by that track and who may be contemplating post-graduate work in that area or pursuing a career path that is related to it. The fourth track is rather more general, and is devised for those students whose interests are not centered on any one area or who may be contemplating a career—primary or secondary school teaching, for example—where a broader exposure to the discipline may be desirable.

All four tracks include an enhanced group of core courses: 401/H401 (Advanced Grammar), 403/H403 (Intermediate Spanish Composition), 404 (Spanish Pronunciation), and 450/H450 (Introduction to the Study of Literature and Culture in Spanish). With the addition of 404 to the core, a course that introduces some basic concepts of linguistic analysis, all students will now be given some exposure to all the subfields present in the Department's offerings. After completing the core courses, students in the first three tracks proceed to take a minimum of **three** courses in their area of concentration, plus a minimum of two other courses outside their area of concentration: either one in each of the other two areas of study, or two in one of them. The purpose of this requirement is, of course, to make certain that students, while pursuing a central focus in their work, do not become excessively specialized. Students in these three tracks complete their undergraduate major with one elective course, and with a Senior Seminar in their area of concentration.

The structure of the fourth track, Hispanic Studies, is somewhat different. After completing the group of core courses, **students in this track take two courses in each of two of the areas of concentration, and one course in the remaining area of concentration. Thus, for example, a student could choose to take two courses in the area of Peninsular Literatures and Cultures, two in the area of Latin American Literatures and Cultures, and one in the area of Hispanic Linguistics, plus a Senior Seminar and one other course.**

Within each of the tracks, logical progress to the degree will be ensured by rigorous attention to course prerequisites. At the end of their studies, all students will have the opportunity of utilizing the knowledge and skills that they have acquired in previous courses by undertaking a substantial research project in a mandated Senior Seminar.

#### **IV. Present Description of the Spanish Major**

The Spanish major consists of a minimum of 50 credit hours, distributed as indicated below. Courses counted to fulfill GEC or other requirements may not be applied to the Spanish major, with the exception of Spanish 603 which may be applied to

the Spanish major and satisfy a GEC requirement for a third writing course. Requirements for the Spanish major in Honors are different.

**Orientation (12 credits)** These courses are required:

401/H401	<i>Advanced Grammar</i>	4 credits
403/H403	<i>Intermediate Spanish Composition</i>	4 credits
450/H450	<i>Introduction to the Study of Literature and Culture in Spanish</i>	4 credits

**Core (30 credits)**

536	<i>Language Change in Spanish</i>	5 credits
537	<i>Spanish Psycholinguistics</i>	5 credits
538	<i>Language Variation in Spanish</i>	5 credits
551/EH551	<i>Spanish Golden Age Literature</i>	5 credits
552/H552	<i>Modern Spanish Literature</i>	5 credits
555/EH555	<i>Indigenous and Colonial Literatures of Spanish America</i>	5 credits
556	<i>Modern Spanish American Literature</i>	5 credits
557	<i>Survey of Latino/a Literature in the U.S.</i>	5 credits
560/H560	<i>Introduction to Spanish American Culture</i>	5 credits
H565	<i>Latin American Indigenous Literatures and Cultures</i>	5 credits
567	<i>Spanish Mosaic: Catalonia, Basque Country, Galicia and Andalusia</i>	5 credits
580	<i>Latin American Film</i>	5 credits
581	<i>Spanish Film</i>	5 credits
595	<i>Special Topics—Foreign Study</i>	1-15 credits
601	<i>Spanish Syntax</i>	5 credits
603	<i>Advanced Spanish Composition</i>	5 credits
604	<i>Spanish Phonetics</i>	5 credits
610	<i>Contrastive Structures of English &amp; Spanish</i>	5 credits
613	<i>Advanced Spanish Composition for Native Speakers</i>	5 credits
630	<i>Senior Seminar in Hispanic Linguistics</i>	5-15 credits
650	<i>Senior Seminar in Spanish or Spanish American Literature</i>	5-15 credits
660	<i>Senior Seminar in Hispanic Culture</i>	5-15 credits
H680	<i>Honors Seminar</i>	5-15 credits

The core (30 credits) must include at least one senior seminar taken at Ohio State in the Department's offerings. Seminars are repeatable to a maximum of 15 credits each and carry special prerequisites.

## Experiential Component

An approved study-abroad program or credit for Spanish 689, Spanish in Ohio, was required to fulfill the program under the current major. A new Spanish Immersion Requirement was passed unanimously by the Department on February 13, 2008 and has already been implemented. It is described in detail in Section VI below.

### Electives (8 hours)

Students may choose any course from the core list or:

404	Spanish Pronunciation	3 credits
406	Business Culture and Communication I	5 credits
430	Introduction to Spanish Linguistics	5 credits
H590	Interdisciplinary Protocols (taught in English*)	5 credits
606	Business Culture and Communication II	5 credits
640	Globalization & Latin America (taught in English*)	5 credits
689	Spanish in Ohio: An Experiential Course	5 credits
693	Individual Studies (max of 5 credits toward major)	1-30 credits
H783	Honors Research	3-15 credits

\*Only one course in English may be counted toward the Spanish Major program

## V. Description of the Proposed Major in Spanish

Students who elect to major in Spanish choose one of four different tracks: Peninsular Literatures and Cultures, Latin American Literatures and Cultures, Hispanic Linguistics, or Hispanic Studies. Each of the first three tracks requires a significant amount of concentration, in addition to a certain amount of diversification. The fourth track offers greater diversification and less concentration. For courses that may be applied to each of the tracks, see the list of Course Offerings, below. **Students desiring to switch tracks during the major will be able to do so fairly easily, given the common core requirements of each track. However, it should be noted that the longer a student waits to switch tracks, the potentially more time-consuming such a switch will become.**

Each track requires four Core Courses and a Senior Seminar. A minimum of **50** credit hours is required in each track, and a grade of C- or better is required in all courses that comprise the major. No more than 5 credits of Spanish 693 or of Spanish 697 may be applied to the major.

Courses counted to fulfill GEC or other requirements may not be applied to the Spanish major, with the exception of Spanish 603, which may be applied to the major and satisfy a GEC requirement for a third writing course. All courses are conducted in Spanish, unless otherwise indicated. No more than 5 credits of courses offered in English

may be applied to the major. In addition to fulfilling course requirements for the major, students must fulfill the Spanish Immersion Requirement described further on.

### **The New Spanish Major.**

#### **Track in Peninsular Literatures and Cultures**

1. Required Core Courses (= 15 credits)
  - Spanish 401/H401 4 credits
  - Spanish 403/H403 4 credits
  - Spanish 404 3 credits
  - Spanish 450/H450 4 credits
2. Concentration Requirement (= **15** credits)
  - Three** courses from Group A (see courses in each Group below)
3. Diversification Requirement (= 10 credits)
  - Two courses from either Group B or Group C or one course from each Group
4. Senior Seminar (= 5 credits)
  - Spanish 650 or Spanish H680 (when taught on a Peninsular topic)
5. Electives (= 5 credits)
  - One course from either Group A, Group B, Group C, or Group D

#### **Track in Latin American Literatures and Cultures**

1. Required Core Courses (= 15 credits)
  - Spanish 401/H401 4 credits
  - Spanish 403/H403 4 credits
  - Spanish 404 3 credits
  - Spanish 450/H450 4 credits
2. Concentration Requirement (= **15** credits)
  - Three** courses from Group B
3. Diversification Requirement (= 10 credits)
  - Two courses from either Group A or Group C or one course from each Group
4. Senior Seminar (= 5 credits)
  - Spanish 660 or Spanish H680 (when taught on a Latin American topic)
4. Electives (= 5 credits)

One course from either Group A, Group B, Group C, or Group D

### Track in Hispanic Linguistics

1. Required Core Courses (= 15 credits)
  - Spanish 401/H401 4 credits
  - Spanish 403/H403 4 credits
  - Spanish 404 3 credits
  - Spanish 450/H450 4 credits
2. Concentration Requirement (= **15** credits)
  - Three** courses from Group C, including either 430 or H530
3. Diversification Requirement (= 10 credits)
  - Two courses from either Group A or Group B  
or one course from each Group
4. Senior Seminar (= 5 credits)
  - Spanish 630
4. Electives (= 5 credits)
  - One course from either Group A, Group B, Group C, or Group D

### Track in Hispanic Studies

1. Required Core Courses (= 15 credits)
  - Spanish 401/H401 4 credits
  - Spanish 403/H403 4 credits
  - Spanish 404 3 credits
  - Spanish 450/H450 4 credits
2. **Two courses from one Group, plus two courses from another Group, plus one course from the remaining Group (= 25 credits)**
3. Senior Seminar in one of the three areas (= 5 credits)
4. One additional course from any of the three areas (= 5 credits)

### Course Offerings

#### Core Courses

401/H401      *Advanced Grammar*      4 credits



403/H403	<i>Intermediate Spanish Composition</i>	4 credits
404	<i>Spanish Pronunciation</i>	3 credits
450/H450	<i>Introduction to the Study of Literature and Culture in Spanish</i>	4 credits

### **Group A: Peninsular Literatures and Cultures**

551/EH551	<i>Spanish Golden Age Literature</i>	5 credits
552/H552	<i>Modern Spanish Literature</i>	5 credits
561/H561	<i>Introduction to the Culture of Spain</i>	5 credits
567	<i>Spanish Mosaic: Catalonia, Basque Country, Galicia and Andalusia</i>	5 credits
581	<i>Spanish Film</i>	5 credits
595	<i>Special Topics in Foreign Study</i>	1-15 credits
650	<i>Senior Seminar in Peninsular Literatures and Cultures</i>	5 credits
H680	<i>Honors Seminar</i>	5 credits

### **Group B: Latin American Literatures and Cultures**

555/EH555	<i>Indigenous and Colonial Literatures of Spanish America</i>	5 credits
556	<i>Modern Spanish American Literature</i>	5 credits
557	<i>Survey of Latino/a Literature in the U.S.</i>	5 credits
560/H560	<i>Introduction to Spanish American Culture</i>	5 credits
H565	<i>Latin American Indigenous Literatures and Cultures</i>	5 credits
580	<i>Latin American Film</i>	5 credits
*H590	<i>Interdisciplinary Protocols: Identity and Nation Formation in Latin America</i>	5 credits
595	<i>Special Topics in Foreign Study</i>	1-15 credits
*640	<i>Globalization and Latin America</i>	5 credits
660	<i>Senior Seminar in Latin American Literatures and Cultures</i>	5 credits
H680	<i>Honors</i>	

### **Group C: Hispanic Linguistics**

430/H530	<i>Introduction to Spanish Linguistics</i>	5 credits
536	<i>Language Change in Spanish</i>	5 credits
537	<i>Spanish Psycholinguistics</i>	5 credits
538	<i>Language Variation in Spanish</i>	5 credits
595	<i>Special Topics in Foreign Study</i>	1-15 credits
601	<i>Modern Spanish Syntax</i>	5 credits
604/EH604	<i>Spanish Phonetics</i>	5 credits
610	<i>Contrastive Structures of Spanish and English</i>	5 credits

*Port 611	<i>The Portuguese Language</i>	5 credits
630/H680	<i>Senior Seminar in Spanish Linguistics</i>	5 credits

### **Group D: Electives**

406	<i>Intermediate Business Spanish</i>	5 credits
595	<i>Special Topics in Foreign Study</i>	1-15 credits
603	<i>Advanced Spanish Composition</i>	5 credits
606	<i>Advanced Business Spanish</i>	5 credits
613	<i>Advanced Spanish Composition for Native Speakers</i>	5 credits
689	<i>Spanish in Ohio</i>	5 credits
693	<i>Individual Studies</i>	1-15 credits
694	<i>Group Studies</i>	1-15 credits
697	<i>Study at a Foreign Institution</i>	1-15 credits
H783	<i>Honors Research</i>	3-5 credits

\*Offered in English.

In summary, one can see that all four tracks possess the same 4 core courses, and then diverge either by emphasizing one of three areas of Hispanic Studies (Spain, Latin America, Linguistics), or by maintaining a generalist mode that avoids specialization (Hispanic Studies).

## **VI. Experiential Component: Spanish Immersion Requirement**

The Department has had an experiential component for many years, but it was too vague. We have regular numbers of students who have already lived in a Spanish language environment (for example as Peace Corps workers or Mormon missionaries) and consistently found themselves obligated to petition to be excused from the OSU requirement. The new major has tried to accommodate these and other situations through a more flexible proposal that accepts different forms of Spanish language immersion as long as they can be corroborated as having taken place. The proposed wording was passed unanimously by the faculty on Feb 13, 2008 and reads as follows:

### **SPANISH IMMERSION REQUIREMENT**

In order to satisfy the Spanish Immersion Requirement, students must fulfill one of the following options:

1) They must successfully complete an accredited Spanish study abroad program approved by the major/minor advisor; it must be a minimum of 5-weeks in length with at least 4 credit hours at the intermediate (400) level or above; or

2) they must have studied an academic year (at least 9 months) in a Spanish-language high-school or university; or

- 3) they must document that they spent at least one calendar year abroad in a Spanish-language immersion environment; or
- 4) they must successfully complete Spanish 689, Spanish in Ohio<sup>1</sup>; or
- 5) they must be a heritage Spanish speaker entering at the 400-level; or
- 6) they must be a native Spanish speaker as defined by Ohio State.

## **VII. Senior Seminar Course Change Requests**

Integral to the revised major is an adjustment in the senior seminars. In the present major, the required senior seminars are distinguished by content. One deals with literature for both Spain and Latin America, and the other deals with culture, again for both Spain and Latin America. When a Peninsular faculty member teaches 650, s/he deals with a literary topic concerning Spain while a Latin Americanist would do a literary topic for Latin America. When each does 660, they would do a non-literary or cultural topic for each of their geographical regions.

We have discovered two problems with this. First, literature and culture are not so easily separated. Senior seminars on culture often include substantial doses of literature because literary forms are among the most important examples of cultural expression. And senior seminars on literature normally point to larger cultural issues that require inclusion of non-literary texts, whether history, social sciences, or other art forms (painting, music, etc.). Increasingly, we have come to see that the division between literature and culture is based on an older view of literature as somehow different, autonomous and separate, and this view is no longer valid in our world. Senior seminars should be about literature and culture at the same time. As an example, see the enclosed syllabi for a Spanish 650 senior seminar on the Spanish Civil War and a Spanish 660 on Latin American Narratives of Memory and Disenchantment. Each could just as easily have been the other number because neither fits the strict mold of literature or culture only. This has been the case for some time, so the proposed course changes simply clarify what we are in fact already doing.

The second problem is that the present senior seminars cover either Spain or Latin America and this confuses students, who tend not to choose specific topics as was originally intended, but end up taking whichever one comes their way at the time they are ready for their senior seminar. This dilutes the potential force of the senior seminars by

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<sup>1</sup> We recognize that Spanish 689 cannot be equated with other study-abroad options, all of which require immersion 24 hours a day, 7 days a week. Still, the course requires significant contact hours with Spanish speakers (35 in-class hours and 100 hours outside of class). It also includes extremely rigorous content, in the form of on-line discussion, guest speakers from the community to whom students must contribute questions, reflection papers, a course project, a presentation, and a portfolio. All of these assignments, of course, must be completed in Spanish. In short, we find Spanish 689 to be a challenging alternative to study abroad, for those students who, for whatever reason, are unable to go abroad.

failing to attract students on the basis of interest in a topic or region of the Hispanic world.

The remedy we propose is to make each senior seminar cover both literature and culture but to distinguish them geographically. Spanish 650 will be a senior seminar on Spanish literatures and cultures, and Spanish 660 will be a senior seminar on Latin American literatures and cultures. Such an arrangement fits neatly into the new track system and permits students to know ahead of time which senior seminar they will be required to take. Note that this organization already exists with the senior seminar in Hispanic linguistics, Spanish 630.

Therefore, this proposal includes two Course Change requests for Spanish 650 and 660.

## **VII. Assessment**

An important dimension to the revised Spanish major will be on-going assessment of learning outcomes. The Department has regularly submitted assessment reports for the last couple of years. Some of the following paragraphs are drawn from recent submissions.

### **Methods of Assessment for Those Pursuing a Major in Spanish**

#### **Activities in Support of Assessment**

**ASC Electronic Survey:** Out of some forty-eight students who graduated Spring Quarter, 2006, thirteen with an exclusive major in Spanish (as opposed to a double major) chose to participate in the ASC on-line assessment of their educational experiences at the university. Based on the responses from the students who identified themselves in the survey as having an exclusive major in Spanish, there would seem to be a significant amount of satisfaction with the Spanish major, including such things as the degree of breadth in the program, the effectiveness of the advising, and the availability of courses needed to complete the major. The degree of positive response in those areas was greater than the positive response for the Colleges of the Arts and Sciences in general.

Compared with ASC-wide averages, a greater percentage of our students also feel that their communication skills have been improved as a result of their course work in the major, that faculty in the program showed concern for the academic success of the students, that the program provided hands-on learning experiences, that the program was effective in preparing students for graduate or professional school and/or for future employment, and that course work in the program supported its educational goals.

In response to a question regarding the effectiveness of teaching in the upper division, students once again expressed a high degree of satisfaction,

although here the percentages were more or less equivalent to those that obtained through the Colleges of the Arts and Sciences as a whole.

**Self-Study and External Review:** The Department participated in an extensive self- and external review in 2007, and the undergraduate major was a prominent part of it. External reviewers recommended increasing Honors courses, especially in linguistics. The Department had already begun to do this.

**Study Abroad Post-Program Evaluations:** All students who study abroad under the auspices of one of the several programs sponsored or co-sponsored by the Department are required to complete on site, and before grades are posted, a confidential evaluation of their program. The results are used to further improve the quality of our study abroad programs and also to strengthen the preparation of our Resident Directors.

**Informal Exit Interviews:** The two, full-time professional advisors in the Department typically conduct informal interviews with those students who are about to graduate. The purpose of these interviews is to assess students' satisfaction with our programs, and to elicit suggestions for improvement.

**Student Evaluation of Teaching:** Courses in the major, and indeed, all courses in the Department, are evaluated each quarter by the students enrolled in them. The instrument utilized is the University's SEI form, which is sometimes supplemented by questionnaires devised by individual instructors. These forms are then used by the instructors to assess the effectiveness of the materials used in the course in question, as well as of the teaching in that course. Peer evaluations of teaching are also utilized extensively throughout the Department.

**Ongoing Overview of Courses:** Relevant committees of the Department, including the Undergraduate Studies Committee, the Language Studies Committee, and the Study Abroad Committee, meet on a regular basis to evaluate the effectiveness of our courses and programs, based on the documentary evidence made available to those committees, as well as from reports, solicited as well as volunteered, from instructors in courses that come under the jurisdiction of the committees.

In a very real way, this proposal to revise the undergraduate Spanish major is the result of our ongoing assessment, since it is the product of analysis, interviews, and systematic review of courses in our existing program.

For this reason, we hope the proposal can be reviewed and approved in a timely manner so that advertising materials and the undergraduate handbook can be revised in time to launch the program this coming Autumn Quarter, 2009.

**APPENDIX: FOUR-YEAR PLANS**

Four-year plans for each of the newly-proposed tracks are presented below. Please note that each of these plans assumes placement into Spanish 103.66 (a common scenario for many of our students), but students may start at either a lower or higher level.

**a. SPANISH PENINSULAR FOUR-YEAR PLAN**

One benefit of the Spanish major is its flexibility and responsiveness to the interests of the individual student. This sample program represents our track in Peninsular Literatures and Cultures. It takes advantage of the student's interest in literature, society, and film. **The program presented here assumes placement into Spanish 103.66 at the start of the freshman year; you may place at a lower or a higher level.** The departmental academic advisor will facilitate proper placement and work with you to select the courses that best fit your needs and interests.

	Course	Credit hours
<b>Freshman Year</b>		
Spanish 103.66	Intermediate Spanish I	5
Spanish 104	Intermediate Spanish II	5
Spanish 250	Reading Strategies	4
Portuguese 330	Introduction to Brazilian Culture	5
Other General Education Courses		25
Survey		1
Total hours		45
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<b>Sophomore Year</b>		
Spanish 401	Advanced Grammar	4
Spanish 403	Intermediate Spanish Composition	4
Spanish 450	Introduction to Literature & Culture in Spanish	4
Spanish 404	Spanish Pronunciation	3
Spanish 367	Latinos, Language and Literacy	5
Other General Education Courses and electives		25
Total hours		45
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<b>Junior Year</b>		
Spanish 552	Modern Spanish Literature	5
Spanish 581	Spanish Film	5
Comp St 201	Literature & Society	5
Other General Education Courses and electives		30
Total hours		45
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**Senior Year**

Spanish 697	Study at a Foreign Institution	15
Spanish 561	Introduction to the Culture of Spain	5
Spanish 650	Senior Seminar in Peninsular Literatures & Cultures	5
Italian 221	Introduction to Film	5
Other General Education Courses and electives		20
Total hours		50

**b. LATIN AMERICAN FOUR-YEAR PLAN**

One benefit of the Spanish major is its flexibility and responsiveness to the interests of the individual student. This sample program represents our track in Latin American Literatures and Cultures. It takes advantage of the student's interest in sociology and Hispanic culture. **The program presented here assumes placement into Spanish 103.66 at the start of the freshman year; you may place at a lower or a higher level.** The departmental academic advisor will facilitate proper placement and work with you to select the courses that best fit your needs and interests.

Course	Credit hours	
<b>Freshman Year</b>		
Spanish 103.66	Intermediate Spanish I	5
Spanish 104	Intermediate Spanish II	5
Spanish 250	Reading Strategies	4
Portuguese 330	Introduction to Brazilian Culture	5
Other General Education Courses		25
Survey		1
Total hours		45

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**Sophomore Year**

Spanish 401	Advanced Grammar	4
Spanish 403	Intermediate Spanish Composition	4
Spanish 450	Introduction to Literature & Culture in Spanish	4
Spanish 404	Spanish Pronunciation	3
Sociology 209	Introduction to Criminal Justice	5
Other General Education Courses and electives		25
Total hours		45

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**Junior Year**

Spanish 555	Indigenous & Colonial Literature of Spanish America	5
Spanish 560	Spanish American Culture	5
Sociology 488	Introduction to Sociological Theory	5
Other General Education Courses and electives		30
Total hours		45

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**Senior Year**

Spanish 697	Study at a Foreign Institution	15
Spanish 557	Survey of Latino/a Literature in the U.S.	5
Spanish 660	Senior Seminar in Latin American Literatures & Cultures	5
Spanish 380	Latin American Film	5
Other General Education Courses and electives		20
Total hours		50

**c. HISPANIC LINGUISTICS**

One benefit of the Spanish major is its flexibility and responsiveness to the interests of the individual student. This sample program represents our track in Hispanic Linguistics. It also takes advantage of the student's interest in culture and literacy. **The program presented here assumes placement into Spanish 103.66 at the start of the freshman year; you may place at a lower or a higher level.** The departmental academic advisor will facilitate proper placement and work with you to select the courses that best fit your needs and interests.

Course		Credit hours
<b>Freshman Year</b>		
Spanish 103.66	Intermediate Spanish I	5
Spanish 104	Intermediate Spanish II	5
Spanish 250	Reading Strategies	4
Portuguese 330	Introduction to Brazilian Culture	5
Other General Education Courses		25
Total hours		45

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**Sophomore Year**

Spanish 401	Advanced Grammar	4
Spanish 403	Intermediate Spanish Composition	4
Spanish 450	Introduction to Literature & Culture in Spanish	4
Spanish 404	Spanish Pronunciation	3
Spanish 367	Hispanics, Language and Literacy	5
Other General Education Courses and electives		25
Total hours		45

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**Junior Year**

Spanish 430	Introduction to Spanish Linguistics	5
Spanish 537	Spanish Psycholinguistics	5
Spanish 610	Contrastive Structures of Spanish and English	5
Linguistics 372	Language and Social Identity in the U.S.	5
Other General Education Courses and electives		25



Total hours	45
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**Senior Year**

Spanish 697	Study at a Foreign Institution	15
Spanish 630	Senior Seminar in Spanish Linguistics	5
Comp Std 201	Literature and Society	5
Other General Education Courses and electives		25

Total hours	50
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**d. HISPANIC STUDIES FOUR-YEAR PLAN**

One benefit of the Spanish major is its flexibility and responsiveness to the interests of the individual student. This sample program represents our track in Hispanic Studies. It takes advantage of the student's interest in Political Science and global issues. **The program presented here assumes placement into Spanish 103.66 at the start of the freshman year; you may place at a lower or a higher level.** The departmental academic advisor will facilitate proper placement and work with you to select the courses that best fit your needs and interests.

Course	Credit hours
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**Freshman Year**

Spanish 103.66	Intermediate Spanish I	5
Spanish 104	Intermediate Spanish II	5
Spanish 250	Reading Strategies	4
Poli Sci 145	The Politics of Global Problems	5
Other General Education Courses		25
Survey		1

Total hours	45
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**Sophomore Year**

Spanish 401	Advanced Grammar	4
Spanish 403	Intermediate Spanish Composition	4
Spanish 450	Introduction to Literature & Culture in Spanish	4
Spanish 404	Spanish Pronunciation	3
Int Stds 356	Introduction to Globalization	5
Other General Education Courses and electives		25

Total hours	45
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**Junior Year**

Spanish 430	Introduction to Spanish Linguistics	5
Spanish 640	Globalization and Latin America	5
Spanish 601	Modern Spanish Syntax	5

Comp Std 242 Introduction to Latino/a Studies	5
Other General Education Courses and electives	25
Total hours	45

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**Senior Year**

Spanish 697 Study at a Foreign Institution	15
Spanish 660 Senior Seminar in Latin American Literatures & Cultures	5
Hist Art 260 Introduction to World Cinema	5
Other General Education Courses and electives	25
Total hours	50

## **Transmittal History for the revision to the Spanish Major 2008-2009**

3/2/09 CCI Arts & Humanities Subcommittee unapproved minutes excerpt

### **Unanimously Approved**

#### 3. Spanish Major Revision

- A. Well structured proposal moving in response to new needs and student body feedback as well as increasing global awareness of importance of discipline.
- B. Credits required to graduate remain at 50 as before. There will be no raise in credit hours.
- C. Students come to Ohio State well-prepared in Spanish and this revision accommodates this higher level of student competency. Partnerships with elementary and secondary education seems to have benefitted students and program is responding to this demand.

2/20/09 HUM CCC unapproved minutes excerpt

### **Unanimously Approved with contingencies**

#### Spanish Major revision (returning)

- a. Spanish major
- b. Spanish 650
- c. Spanish 660
- Took out 5 credit hour increase; given the new tracks there is still a way for students to recoup the 5 hours if they are majoring in one of the tracks; coursework, potentially it doesn't change the options for students at all (does not up the requirement to 55)
- Hispanic track- requires 2 courses from 1 group and 2 from another group; the track does not seem focused; what does this track add to the other 3 tracks--- it adds the option for the student who does not want to specialize in one of the other tracks, able to take courses from 2 of the other 3 tracks; creates a track for people to go into if they decide to switch tracks along the way
  - The difference in this track is 1 course; why has that never been brought up before, it has been here twice---
  - Seems unnecessary because it does not differentiate itself from the other 2 tracks; 1 course difference does not seem to differentiate the track
  - Are students expressing a desire for? Many express desires not to be pigeonholed as Penninsular or Latin America
  - Track in Hispanic Studies is the "general" track and resembles the current major

- The other difference is a Senior Seminar flexibility; also they can take courses from any track
- Students already do this on their own; formalizing the grad program tracks for undergrads
- It has an assessment report
- Spanish 660-
  - syllabus could use boilerplate academic misconduct; Add Pomerene Hall to disability statement
  - Expected learning outcomes could be more specific
  - Pages on readings to know general length
  - Breakdown of percentages in the grade
  - Will get more scrutiny at the next level
  - APPROVED WITH CONTENGENCIAS- send email to S Schwenter with adjusted syllabus the package can be sent forth
- Spanish 650 & Major- rationale is clearly stated and the recommendations were met
  - APPROVED UNANIMOUSLY

### **HUM CCC 5/30/08 sent back-**

1. Revisions to Spanish Major – send back – if received quickly, HUM CCC would like to electronically consider for approval before summer break
  - a. Are there provisions in place if students wish to switch tracks? How would this be facilitated? Please clarify.
  - b. Immersion requirement includes 689 “Spanish in Ohio ” : Committee wondered if the rigor or 698 was comparable to other immersion courses –is 100 field contact hours enough? Committee recognized that it does provide an important opportunity for students who choose not to leave the state for whatever reason. Please expand on rigor/content of 689 vis a vis other immersion options.
  - c. All were impressed with 80% study abroad statistic (15-25 credit hours)
  - d. Committee discussed at length whether the proposed addition of 5 credit hours had a strong enough justification. They provided several questions and suggestions that may help strengthen justification:
    1. In comparison to semester-based university requirements as listed in proposal addendum, most do not reach 50. (Response Document, section A.e.) Do the benchmark programs include intro language course credits? This might put OSU program more in line with upper credit limit of benchmarks since OSU Spanish major does not include 20 hours of intro language and could make being on the high end of benchmark credit hour requirements more justifiable.
    2. Does a higher number of credit hours necessarily mean a better quality program? Are other language programs at OSU at 50? Is this an upward trend among OSU language major requirements?
    3. Does addition of 5 credit hours have to do with an increase in incoming student AP credit beyond the 100-level?
    4. Does department see the need to further increase level of student language

proficiency and if so, why?

5. Due to AP and study abroad credit totals, is department trying to ensure a certain base-line amount of time in OSU for purposes of quality?

6. Are there additional reasons in recent self study that could be used toward the rationale?

7. Can GEC and major credits overlap? Proposal wishes for SP603 (third writing course) to count toward major. Third writing course overlap is allowed.

[FYI: There cannot be overlap between the major and the GEC, except for Data Analysis at the 200-level or above. The major and the GEC must otherwise be unique. (There are a few exceptions: If a student is a double (or triple) major, ASC advising typically allows her/him to count an Issues of the Contemporary World course on the major and the GEC. There is an issue of overlap with dual degrees, e.g. BA/BS. Both majors on the two degrees need to have completely unique hours.]

e. Clarification on sample student 4-year plan: 103.66 is listed– can students still enter with 103? Was this just one example? (see Response Document A.d.) If this is just an example, please make sure this is not compulsory or ambiguous on advising sheets. Consider stating something like, “103.66 (or equivalent)”

f. Course Change Spanish 650 – looked good

g. Course Change Spanish 660

1. Syllabus: please fix typos; it looks like a formatting error may have occurred.

2. Weekly outline – Please elaborate on assignment length and when student presentations will take place.

Dear Steve,

After receiving your addendum revisions to the Spanish Major Revision proposal on 5/9, the Humanities College Curriculum Committee (HUM CCC) discussed the proposal at their very next meeting which took place this past Friday (5/30). The proposal documents and history can be seen at: <http://artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=1138>

The committee felt that creating tracks was a good idea and that the proposal in general was a good one. They did, however, have several questions and suggestions intended to strengthen the proposal before it goes to the next approval level (CCI Subcommittee B). While they felt they could not approve it at the meeting, all agreed that they would like to approve it, if possible, before summer so that it can go on the Sub B agenda first thing in the fall. Below is their feedback. If you can send a response to me, I will forward it out to the committee for an e-mail vote. They were hopeful for a fast turnaround so they could approve the proposal. Please let me know if this might be possible for you to do and/or if you have any questions. I have copied Julia Watson and Chris Highley, the chair of the HUM CCC as well.

1. Revisions to Spanish Major vote postponed -- if received quickly, HUM CCC would like to electronically consider for approval before summer break
  1. Are there provisions in place if students wish to switch tracks? How would this be facilitated? Please clarify. **THIS IS NOW DETAILED IN THE PROPOSAL.**
2. Immersion requirement includes 689 Spanish in Ohio : Committee wondered if the rigor or 698 was comparable to other immersion courses is 100 field contact hours enough? Committee recognized that it does provide an important opportunity for students who choose not to leave the state for whatever reason. Please expand on rigor/content of 689 vis a vis other immersion options. **PLEASE REFER TO FOOTNOTE 1, WHERE THIS IS ANSWERED. NOTE AS WELL THAT STUDENTS CANNOT BE FORCED TO STUDY ABROAD, AND 689 WAS CREATED AS A "BEST ALTERNATIVE" FOR SUCH STUDENTS.**
3. All were impressed with 80% study abroad statistic (15-25 credit hours) **WE HAVE REMOVED THE NUMBERS SINCE WE CANNOT CONFIRM THEM, BUT THE FIGURE IS MOST LIKELY CLOSER TO 90%, GIVEN THE ENROLLMENTS IN 689.**
4. Committee discussed at length whether the proposed addition of 5 credit hours had a strong enough justification. They provided several questions and suggestions that may help strengthen justification: **ALL OF THESE POINTS ARE NOW MOOT: THE ADDITION OF 5 CREDIT HOURS IS NO LONGER BEING PROPOSED. RATHER, THE MAJOR WILL REMAIN AT 50 CREDIT HOURS, AS BEFORE.**

~~\_\_\_\_\_ i. In comparison to semester-based university requirements as listed in proposal addendum, most do not reach 50. (Response Document, section A.e.) Do the benchmark programs include intro language course credits? This might put OSU program more in line with upper credit limit of benchmarks since OSU Spanish major does not include 20 hours of intro language and could make being on the high end of benchmark credit hour requirements more justifiable.~~

~~\_\_\_\_\_ ii. Does a higher number of credit hours necessarily mean a better quality program? The logic of this argument was not readily apparent. Are other language programs at OSU at 50? Is this an upward trend among OSU language major requirements?~~

~~\_\_\_\_\_ iii. Does addition of 5 credit hours have to do with an increase in incoming student AP credit beyond the 100-level?~~

~~\_\_\_\_\_ iv. Does department see the need to further increase level of student language proficiency and if so, why?~~

~~\_\_\_\_\_ v. Due to AP and study abroad credit totals, is department trying to ensure a certain base-line amount of time in OSU for purposes of quality?~~

~~\_\_\_\_\_ vi. Are there additional reasons in recent self study that could be used toward the rationale?~~

1. Clarification on sample student 4-year plan: 103.66 is listed can students still enter with 103? Was this just one example? (see Response Document A.d.) If this is just an example, please make sure this is not compulsory or ambiguous on advising sheets. Consider stating something like, 103.66 (or equivalent) **IT WAS ALREADY STATED THERE THAT THE STUDENT MAY PLACE INTO A HIGHER OR LOWER LEVEL. ADVISING SHEETS ALREADY TAKE THIS INTO ACCOUNT.**

2. Course Change Spanish 650 looked good

3. Course Change Spanish 660

**THIS SYLLABUS HAS BEEN CHANGED TO REFLECT A DIFFERENT COURSE.**