

UNIVERSITY OF THE DISTRICT OF COLUMBIA
UNIVERSITY SENATE
ACADEMIC PROGRAMS
TRANSMITTAL FORM

TYPE OF REVIEW REQUESTED Deletion - BA/Spanish

Marie H.B. Raccip
Department Curriculum Committee Chair

11 April 2011
Date

Marlene A. LeBall
Department Chair

11 April 2011
Date

LaTanya D. Reese Rogers
College/School Curriculum Committee Chair

4/21/11
Date

Rachel M. LeBall
College/School Dean/Director

4/21/11
Date

W. E. T. H.
University Senate ASPPC/GC Chair

5/6/11
Date

University Senate ASPPC/GC Chair

University Senate President

Date

Provost

Date

University President (if required)

Date

Board of Trustees Chair (if required)

Date

The Committee agrees with the deletion and the addition of a minor program.



College of Arts and Sciences Curriculum Committee

La Tanya L. Reese Rogers, Chair

Building 41, Office 400-21

Washington, D. C. 20008-1122

Telephone (202) 274-5667

TO: University Senate, Academic Affairs Sub-Committee
Dr. Matthew Petti, Chair

THRU: Dr. Rachel Petty,
Dean, College of Arts and Sciences (CAS)

FROM: CAS Curriculum Committee (CCC)
Dr. La Tanya L. Reese Rogers, Chair

DATE: 4/21/2011

RE: Program Status Changes within CAS

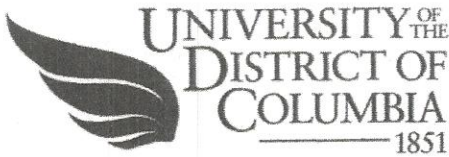
The "Academic Program Review Results and Recommendations" suggests the following change:

- ⇒ Terminate the Bachelor's degree in Spanish and offer courses as part of the new World Languages Program.

The College Curriculum Committee recommends that the University:

- ⇒ Terminate the Bachelor's degree in Spanish and offer it as a Minor
- ⇒ Rename the new World Languages Program to World Languages and Culture Program.

This recommendation emerges from the Committee's consideration of the following: the aforementioned program review results, a memo submitted by the dean of the College of Arts and Sciences supporting the termination, a report from the chairman of the Department of Languages & Communication Disorders supporting the termination and reconstitution, and heard testimony from the faculty on April 3, 2011.



Department of Languages & Communication Disorders
Prof. Maxine A. LeGall, M.S.
Chairperson

MEMORANDUM

TO: CAS Curriculum Committee
FROM: Prof. Maxine A. LeGall *MLG*
RE: Chair's Response to Deletion of Baccalaureate Programs
DATE: April 11, 2011

In response to the Spanish Program's request for the continuation of the Spanish major: The Chair does not support the request because the enrollment and graduation rates do not support a major at this time.

The Chair supports the Spanish Program's plans to offer students a minor/concentration in Spanish. It is expected that the Spanish Program will take this as an opportunity to reform the program and offer a major at such time that there is sufficient enrollment to support a baccalaureate in Spanish.


University of the District of Columbia

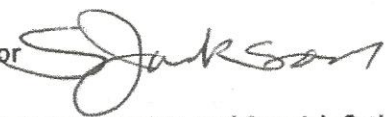


*College of Arts and Sciences
Department of Languages and Communication Disorders
4200 Connecticut Avenue, N.W., Suite 413-0
Washington D.C. 20008
Telephone: (202) 274-7405*

MEMORANDUM

TO: La Tanya Reece Rogers, Chairperson
CAS Curriculum Committee

THROUGH: Dean Rachel M. Petty, CAS
Prof. Maxine A. LeGall, Chair 
LCD

FROM: Shirley Jackson, Spanish Coordinator 

RE: Support for Spanish Minor, Spanish Concentration and Spanish & the Cultures of the Spanish-Speaking World Major

DATE: April 11, 2011

I support the decision to add a **Spanish Minor** and a **Spanish Concentration** to the **Spanish & the Cultures of the Spanish-Speaking World Major** Program. I understand the number of students enrolled in the current Spanish Major Program and the Flagship institution all around could be higher. Until **the recent turn of events**, the number of students declaring a Spanish major was increasing dramatically:

- From **2009 to 2011** there is **greater than a 41% increase** in students trying to declare a **major in Spanish (dual majors)**: negative publicity, student inability to declare the Spanish major "without warnings" untimely the removal of the Spanish program from the **UDC Website...**

Nevertheless, within the next two to five year time span, the option to provide UDC students with **new 21st century Spanish language and culture experiences** along with opportunities for dual majors

(Spanish & other) at the undergraduate level, should greatly enhance learning in general at this institution of higher learning.

I also support the Spanish Program Major. I believe the Spanish Program Major should be continued at UDC with provisions to continue implementing the new National Foreign Language Standards currently sweeping across this country (K-16; MA & Ph.D. levels - American Council on the Teaching of Foreign Languages, Modern Language Association, and the National Council for Accreditation of Teacher Education to name a few). Support for maintaining the Spanish Major Program at UDC also addresses recent department of labor statistics (and more) projecting future employment opportunities for UDC graduates with enhanced skills at the level of the Spanish major.

New Programs, Program Changes, Program Deletion

**UNIVERSITY OF THE DISTRICT OF COLUMBIA
INTERIM ACADEMIC SENATE**

CURRICULUM PROPOSAL GUIDELINES: PROGRAM OFFERINGS

Part C. (Items 1-12)

**Dr. La Tanya Reese Rogers
Curriculum Committee Chairperson**

Spanish Proposal

Submitted by:
Dr. Shirley Jackson, Spanish Coordinator
Department of Languages & Communication Disorders
March 18, 2011

The information contained in this proposal is provided in **support of maintaining the UDC Spanish Major**. Spanish Program revisions reflect several of the current initiatives underway at the university. The newly proposed **Major in Spanish and Cultures of the Spanish-Speaking World** also addresses trends currently in progress in the field as a result of the new National Foreign Language Standards.

I.
C.

ITEM # 1:

Demonstration of need (including internal and external supporting data)

A. UDC External Program Review Report (May 18, 2010, page 3 of 9)

- In AY 09-10 UDC administration and campus-wide committees expressed interest in providing greater support to the language programs.
- UDC resources are amplified by being a member of the Consortium of Universities of the Washington Metropolitan Area. The Consortium comprises 12 universities and 2 colleges, the Consortium provides 155,000 students with opportunities to benefit from the combined resources of its members.

B. Increase in the Demand for Spanish and other Foreign Languages

- Languages as a Gateway to Global Communities
< <http://actfl.org/i4a/pages/index.cfm?pageid=5116> >
- Study of Languages Other than English Continues to Grow, Diversify
March, 2011 Association of American Colleges & Universities

"In 2009, Spanish language enrollments continued to surpass enrollments in all other languages combined by more than 100,000."
< http://www.aacu.org/aacu_news/AACUNews11/March11/facts_figures.cfm >
- U. S. Foreign Language Center
< <http://flc.osu.edu/newsEvents/news/default.cfm> >
- Increase in Demand for Spanish Majors

As the number of Spanish-speaking people in the United States increases each year, the decision to study Spanish is a strategic choice. The demand for Spanish speakers has also drastically increased in health services, social services, legal counseling, criminal justice, business, finance and marketing. Because of this population growth, the U.S. is the third largest Spanish speaking country in the world.

The opportunities for Spanish speaking teachers, interpreters, and translators has grown tremendously. So too has the demand for Spain. Spanish has become an

important part of this hemisphere's skill set due in part to the North American Free Trade Agreement (NAFTA) making it an essential tool in the business world. Central and South America, where Spanish is highly prevalent, represents one of the greatest opportunities for U.S business growth and expansion. These geographic areas, as well as Spain, are also becoming a favorite destination of many American travelers. Canisius College <<http://www.canisius.edu/modlang/spanish.asp> >

- United States Bureau of Labor Statistics ; Occupational Outlook Handbook, 2010-2011 Edition < <http://www.bls.gov/oco/ocos175.htm#outlook> >

More Interpreters and translators are needed in the United States

Projections Data

Projections data from the National Employment Matrix

| Occupational Title | SOC Code | Employment, 2008 | Projected Employment, 2018 | Change, 2008-18 | | Detailed Statistics |
|------------------------------|----------|------------------|----------------------------|-----------------|---------|---------------------|
| | | | | Number | Percent | |
| | | | | | | |
| Interpreters and translators | 27-3091 | 50,900 | 62,200 | 11,300 | 22 | [PDF] [XLS] |

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the Handbook introductory chapter on *Occupational Information Included in the Handbook*.

- There are many Career opportunities in Spanish. Employment involving Spanish may lead to Library Science, Teaching Spanish or English overseas; Communications, Media Technology, Television, Film; Space Science or Agriculture in the United States or in foreign countries; Business and Commerce, Interpretation and Translation, Tourism; Peace Corps, Foreign Embassy Staff for Department of State, National Security, FBI, CIA; Allied Health, Social and Legal Services, Law Enforcement; the Arts.

ITEMS #2 AND #5 :

Congruence with academic unit objectives and university mission (#2)
Standards of relevant accrediting agencies and/or professional societies (#5)

Note: Questions 2 and 5 are presented in the order below because of the related

information.

The Spanish Program is making every effort to be congruent with the academic objectives of the Department of Languages & Communication Disorders and the College of Arts & Sciences. This effort extends to the mission of the university also. For example during Spanish program/department meetings and individual faculty conferences, adjunct professors are made aware of the importance of adhering to the goals and objectives of the department and the Spanish program. Our Spanish Program syllabi reflect the new national foreign language standards also known as the 5 c's. The 5 c's are comprised of the five major goals which guide the delivery of instruction on all levels. The new national standards currently cover foreign language instruction from K-16. However, several universities and colleges are in the process of expanding the reach of the K-16 goals into MA and Ph.D. level programs.

Communication, Cultures, Connections, Comparisons and Communities (or the 5 c's) are at the core of all that we carry out in the Spanish Program. The new national foreign language standards were developed by teams of educators and other scholars from across the United States and represent the leading professional organizations in the foreign language field (American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for Teacher Accreditation (NCATE). Additional information regarding the new national foreign language standards can be found in the handbook (*Standards for Foreign Language Teaching in the 21st Century*, Revised Edition. National Standards Report, P.O. Box 1897, Lawrence, KS 66044). 2009. Updates are provided by ACTFL/NCATE on their website.
< <http://www.actfl.org/i4a/pages/index.cfm?pageid=1> >

SUMMARY OF UNIT'S MISSION, VISION, AND ITS PROGRAM'S CENTRALITY TO UDC MISSION, VISION AND LAND-GRANT RESPONSIBILITIES

Our mission is multiple in reach with a dedication to the goals of promoting language proficiency, appreciation and understanding of intercultural world relationships of today and yesterday through excellence in teaching, research and community engagement.

The learning environment in our Spanish-Speaking World Language and Culture Program incorporates technology into the instructional process. Opportunities are provided for students to analyze, interpret and reflect on an expanded interdisciplinary knowledge base that is more inclusive than programs offered by most traditional Hispanic language departments in the United States.

Innovative approaches to the study, transmission and preservation of knowledge provide learners with unique opportunities for critical thinking and the creative expression of ideas while pondering and seeking resolutions for the concerns of the day. Experiences in peer group management, conflict resolution and leadership represent an important part of the Spanish language program in our effort to prepare 21st century learners for the world they are to inherit.

Current Benefit

Community agencies, private institutions, and other University Departments have continuously requested assistance in providing them with monographic courses addressed to their professional needs. Traditionally, hospitals have requested advanced students to assist them with translation and interpretation of medical records, patient assistance and communication with members of the family. Embassies have contacted us and provided information for study abroad programs. The Hospitality industry has contacted us for many different types of assistance.

Student and Alumni Satisfaction

Current students are encouraged to provide feedback during lectures and demonstrations regarding level of content, clarity of presentation, and the ability of the instructor to respond to questions and facilitate understanding. Summative assessment is implemented through completion of the formal university course evaluations at the end of each semester designed to evaluate efficacy of course content and course delivery. Finally, the Program annually reviews student course evaluations. The subsequent report is shared with the program faculty, Department Chairperson, and the Department Dean. Based on student evaluations, changes to course effectiveness are made as appropriate.

Due to the variety of nationalities and different languages spoken by a large majority of Foreign Language students, the elements of cultural differences and attitudes are positively used in the classroom to enhance the objectives of students in the field of study. It is an asset that students can participate in a high level of understanding and communication among themselves.

Findings of Student Learning Assessments

As a result of course evaluations, faculty members currently infuse technology into their course instruction including Powerpoint presentations, Powerpoints with accompanying audio, animations, and mpegs; and increased utilization of Blackboard including readings, electronic quizzes, virtual classroom, discussion boards, study guides, animations, internet tutorials, and short instructional films.

Students need to participate further in on-line and technical activities as the new textbooks and teaching materials require. The Foreign Language Department does not have any installation of computers or technology facilities to develop the skills with more proficiency and speed that the new world demands. This situation evidently hinders the desired outcome of proficiency in a foreign language learning environment.

The Spanish section does not benefit from much attention from the Department to bring about new improvements and installation of new facilities to enhance the teaching outcomes.

Non-Majors Courses

There are undergraduate courses available to non-majors. Students in nursing, natural sciences, liberal arts, respiratory therapy, psychology, and sociology have enrolled in these courses. Learning goals are course specific and are the same for majors and non-majors. Non-majors are welcome to enroll in courses at the undergraduate level.

ITEM #3 :

Avoidance of duplication or overlap with existing courses or programs.

Spanish Program Changes

I

- The proposed Spanish Program changes **do not duplicate or overlap** with existing UDC courses or programs. The **proposed Spanish Program** changes follow the new **National Foreign Language Standards** specifically designed for instruction in the foreign language field across the nation (**K-16; MA & Ph.D. levels**).
- Faculty in the foreign language field hold the belief that **the best way to understand a culture directly is through its language**. Spanish Program faculty encourage all students to study at least one additional language other than their own.
- Spanish Program faculty are in the process of improving student learning outcomes by addressing the new National Foreign Language Standards emphasizing (1) **Oral Proficiency Interviews (OPI)** for global assessment of the students speaking ability ; (2) the **WPE or Writing Proficiency exam** ; (3) **Reading Proficiency exams**. Foreign language learners are expected to read fluently and accurately most styles and forms (literature and culture) of language pertinent to **academic and professional needs**. Students in (Spanish) foreign language programs are expected to be able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic(Linguistics of the Spanish-speaking world) and cultural references by processing language from within the cultural framework using the Spanish language.

Pilot Spanish language courses have already been introduced into the program at UDC in an effort to address the new National Foreign Language Standards. The Pilot courses are: **Spanish for Debate, Spring 2011**) and **Writing in Spanish for the Digital Era (Spring 2012)** .

II

New Spanish Program Name: **SPANISH-SPEAKING WORLD LANGUAGE AND CULTURE PROGRAM**

Old Name: Spanish Program (See Appendix H near the last pages of this document for a copy of the Current Major Program in Spanish)

Note: Program uniqueness – **name and course offerings** cover the **full spectrum** of the great number of people with multiple traditions and customs inhabiting Spanish-speaking communities all over the world today (United States and Canada, Mexico, the Caribbean, Central and South America, Africa – Equatorial Guinea and the Canary Islands. Contemporary countries still maintaining strong Spanish second language ties

with Morocco and the Philippines remain part of our program too. The new name also **links 21st century Spain to her role as a major historical world force with colonial ties stretching across five continents** (Europe, the Americas, Asia, Africa and Oceania /Easter Island).

Justification:

The new name embodies the 21st Century Vision, Mission, Curriculum Focus and clientele served (UDC, National Foreign Language Standards (U.S. extending also overseas foreign language teachers of Spanish). The name embraces the uniqueness of UDC and differs from other Spanish language programs in Washington, DC and the region. The new name carries with it the potential to draw new students to the university with interests in our curriculum currently unavailable in many other institutions of higher education. Random surveys given by Spanish faculty to students enrolled in foreign language courses at UDC **(Fall, 2010 and Spring, 2011) indicate a renewed interest in dual majors – Spanish + other)**. However, as a result of the negative publicity about UDC in the media, many students are having doubts about the overall quality of learning in the institution as a whole.

Degree Programs in Spanish

Baccalaureate Degree. The Bachelor of Science degree

III

PLACEMENT GUIDELINE FOR STUDENTS ENTERING SPANISH COURSES

- Goal: Meeting the new National Foreign Language Standards

Implementation of the WebCape Language Placement Exam(from Provo Utah). World Language Placement Guidelines also available for Spanish until purchase is made by the university. **Exam administered by Foreign Language Laboratory Staff.**

- Advanced Placement (AP) Exam Scores and CLEP Scores are used for placement purposes only. AP and CLEP students may use their scores to place into advanced Spanish Program courses in order to fulfill the university-wide foreign language requirement.

PLACEMENT EXAM VERSUS CREDIT TOWARD GRADUATION

The placement exam does not grant academic credit for the courses skipped over in the placement procedure. The placement exam is given to determine at which level foreign language study will begin. The Placement Exam is only one part of the placement process; experience, quality of instruction, and timing are also taken into consideration when students are first placed in the sequence.

Students who start at any point in the sequence of one language (101-102; 201-202) must continue within the sequence of the same language. Each course is a prerequisite

for the next course in the sequence. Students may not skip a class in order to finish the requirement faster, unless they *place* into the higher level class, and they may not receive credit for a course that comes earlier in the sequence once they have completed a later course. *For example, students beginning Spanish language study at the 102 level may not enroll in Spanish 101 to complete the foreign language requirement. The Student must move ahead to the next level or enroll in Spanish 201. Students completing Spanish 101 may not enroll in French 101 to complete the foreign language requirement. The student must move head in the same language to the next course in the sequence, Spanish 102.*

However, students enrolling in courses at the 300 and 400 levels may take courses out of sequence. Students may come to the department for consultation. Credit towards graduation is given to students who enroll in and successfully complete foreign language coursework offered by the Department of Languages & Communication Disorders no matter what the formal or informal language background the student has had.

DEPARTMENT RESIDENCY REQUIREMENT

(MAJORS AND MINORS)

Students are to follow university residency requirements listed in the catalog. Foreign Language credit by exam will not be given in courses lower in a level than those in which students are presently enrolled. Credit by Examination will be allowed for *one course only* in the Spanish Program and must be approved by the Spanish Program Examination Committee and the Department Chairperson. The examination administered to the student for credit will be prepared by the professor specializing in the requested subject matter.

PROGRAM ENTRANCE REQUIREMENTS

All **majors, minors and concentrators** are required to take the **Foreign Language Entrance Exam in Spanish near the end of the semester while enrolled Intermediate Spanish 202 (1157-202) or Intermediate Spanish Review Grammar (1157-206)**. Students in need of further assistance should report to the Spanish Program Coordinator in the department immediately. The purpose of the Entrance Examination in Spanish is two-fold. The Entrance Exam is used as a diagnostic tool to identify strengths and weaknesses in specific subject content areas at the intermediate level. The information derived from the test is used jointly by the Spanish language advisor in order to prepare the student's plan of work leading to graduation. Test information may recommend program enrichment, tutoring, and advancement.

All students should inform the Spanish 202 instructor of (1) the intent to take the Entrance

Examination and (2) the Spanish Program Option of Study.

PROGRAM EXIT REQUIREMENTS

All **majors** are required to take the **Comprehensive Exit Examination in Spanish** upon completing the selected Program Study Option. Professors teaching in the program subject content area will submit information for the test. The Examination Committee for

Spanish will determine the time and place of the exam. Students are encouraged to contact the Program Coordinator for additional information regarding the Exit Exam at least two semesters prior to graduation.

IV

SPANISH-SPEAKING WORLD LANGUAGE & CULTURE PROGRAM OPTIONS

- New goals for the Major in Spanish & Cultures of the Spanish-Speaking World

The proposed UDC undergraduate major in **Spanish & the Cultures of the Spanish-Speaking World** is designed to enable students to **communicate in Spanish within the national boundaries** of the United States and **overseas**; acquire **knowledge of the numerous cultures comprising the Spanish-Speaking world** including a *deep understanding of the patterns of thought by the people who speak Spanish in world community settings*. Instruction at all levels is proficiency based and guided by the new National Foreign Language Standards (*American Council on the Teaching of Foreign Languages (ACTFL)*), *The National Council for Accreditation of Teacher Education (NCATE)*, *Modern Language Association (MLA)* and other related professions as well as educators in the field.

- **EXPECTED LEARNING OUTCOMES (5 C'S):**

(Language, Literature and Culture)

1. Students demonstrate Spanish **Communicative** skills (e.g., speaking, listening, reading, and/or writing) at levels appropriate to their coursework (beginning, intermediate, advanced levels).
2. Students learn about **Comparisons** and **Connect to Cultural** contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures of the people living in diverse **Communities** of the Spanish-speaking world they are studying and their own.

- **MAJOR: SPANISH & CULTURES OF THE SPANISH-SPEAKING WORLD**

(39 hours or 13 courses)

B A Degree

Note: This section applies to Item 4 of Part C also.

1. Single Major, Dual Majors and Related Options:

- Primary Major in Spanish & Cultures of the Spanish-Speaking World
(39 hours or 13 courses)

Plus a Secondary Major in a different Academic Discipline (see catalog for listing of the required number of hours in the academic discipline of the second major). Students may choose Concentration Options in a different academic unit leading to a Certificate (Example Certificate in Multimedia Technology (30 hours).

See university catalog for additional departments offering Concentration Certificates.

***Requirements for both majors and/or concentrations in a different academic department must be met by the student.**

Related Options (to be developed with other academic units)

- Spanish & Cultures of the Spanish-Speaking World -- English (to be developed)
- Spanish & Cultures of the Spanish-Speaking World -- Information Technology, Communications, Public Relations
- Spanish & Cultures of the Spanish-Speaking World -- Business, Marketing, International Affairs
- Spanish & Cultures of the Spanish-Speaking World -- History, Government, Global Studies
- Spanish & Cultures of the Spanish-Speaking World -- Criminal Justice, Sociology, Social Welfare
- Spanish & Cultures of the Spanish-Speaking World -- Undergraduate Preparation for Teaching Certification (Elementary or Secondary)
- Spanish – Environmental Sciences

Course Requirements for the:

Major in Spanish & Cultures of the Spanish-Speaking World

- 300 – 400 level courses ; Selected courses offered in alternate years.
- 39 credit hours or 13 courses distributed as listed below:
Complete required courses in Sections A, B, & C listed below.

* Heritage courses may be taken by students with advanced Spanish language ability

A. Core Requirements (21 credit hours or 7 courses):

1. Advanced Spanish Grammar I
2. Advanced Spanish Grammar II or **Writing in Spanish for the Digital Era (Heritage Speakers) – (new course)**
2. Advanced Spanish Conversation and Oral Grammar or **Spanish for Debate (Heritage Speakers) – (new course)**
4. Phonetics
5. Latin American Civilization & Literature I
6. **Modern Spain: Culture, Literature and the Arts (new course)**
7. **African Presence in the Civilization & Literature of the Spanish-Speaking World** (title change only)

B. Choose an additional 9 credit hours or 3 courses from this section:

- (a) one course must be in language and
- (b) one course in literature

Culture and Literature

1. Contemporary Latin American Culture or
Cinema: Hispanic Heritage in the United States (title change only)
2. Latin American Essay or 20th & 21st Century Hispanic Literature
3. **Cinema: Iberian Peninsula & the Indigenous Diaspora (new course)**
4. Civilization and Literature of Spain

Language

1. Interpretation and Translation of Spanish I (English to Spanish)
2. Interpretation and Translation of Spanish II (Spanish to English)
3. Business Spanish and International Trade
4. **Sociolinguistics of the Spanish-Speaking World (new course)**
5. Applied Linguistics

C. Choose another 9 credit hours or 3 courses from this section.

* One elective must be Internship or Study and/or Research overseas

1. Internship Experiences (local, regional, overseas or field environment)
2. One elective from a different academic unit (optional)
3. A second elective from a different academic unit (optional)
4. Special Projects or Topics in Spanish

II. SPANISH MINOR (30 credit hours or 10 courses: to be developed)

III. SPANISH CONCENTRATION (15 credit hours or 5 courses: to be developed)

ITEM # 4: (also see dual major options - item #3)

Relationship with other programs/departments/ colleges/ with written response from those concerned.

The Spanish major program has built in some flexibility to allow students to fulfill separate sets of academic requirements according to various disciplines. Spanish majors have opportunities to choose elective courses from other academic units (course work or study and research overseas; internship experiences).

ITEMS # 6, # 7:

Number of students immediately affected if relevant. Projected enrollment, if relevant.

Appendix C (Updated Program Review Report)

• **Dramatic Increase in the Number of Spanish Majors in the Program**

Program Review Data (Revised, Spring 2011)

- From 2009 to 2011 there is greater than a 41% increase in students trying to declare a major in Spanish (dual majors): Negative publicity, student inability to declare the Spanish major (Provost/Registrar), untimely removal of Spanish program from UDC Website.
- From 2009 to 2010 there has been a 30% increase in the number of Spanish majors.

Degree and Certificate Programs Offered

| | Enrolled majors | Student Credit Hours | Avg. Class Size | Degrees Awarded | Regular Faculty | Adjunct Faculty | FTE Faculty |
|-------------|-----------------|----------------------|-----------------|-----------------|-----------------|-----------------|-------------|
| Spring 2011 | 41 | | | | | | |
| Fall 2010 | 33 | 99 | | 4 | 2010 - 1 | 3 | |
| 2009 | 23 | 69 | | 2 | | 4 | |
| 2008 | 17 | 51 | | | 2009 - 3 | | |
| | | | 15 | | | | |
| | | | 12 | | | | |
| | | | 12 | | | | |

I. Program Data

A. Student Data

| | |
|-----------|--|
| B. | Bachelor's graduates matriculating into graduate or prof. programs within 1 year |
| | 1 student - graduate studies within 2 years |
| | 1 student - graduate studies within 3 years |

C. Students obtaining employment or career advancement in discipline (major field).

| | | |
|------------------------------------|------------------------------|-------------------------|
| 2009 4 students – employed with BA | Undergraduate Degrees | Graduate Degrees |
|------------------------------------|------------------------------|-------------------------|

| | | |
|---|--------------------|-----|
| 2008 2 students – employed with BA 2007 1 student – employed with BA | See first box of C | N/A |
|---|--------------------|-----|

E. Student Demographics: Graduate (Admitted F2009)

| Gender | Full-Time | Part-Time |
|--------|-----------|-----------|
| N/A | N/A | N/A |

E. Student Demographics: Undergraduate Program

| Gender | Full-Time | Part-Time |
|----------|-----------|-----------|
| Men 12 | 10 | 2 |
| Women 21 | 12 | 9 |

Current State of Affairs

The Spanish program was once a much larger unit at UDC (16 foreign language offerings; Spanish, French, German, Russian and Portuguese Major). The program has suffered steady attrition as a result of faculty retirements. The use of adjunct faculty hampers growth and development and the ability to offer a range of courses in the specialized fields where needed. Adjunct faculty spend a limited number of hours on the campus and are often unavailable when the students need them most.

ITEM #8 (updated Program Review Report)

Adequacy and appropriate qualification of current faculty and support staff. Identify additional needs if any.

ATTACHMENT B
Executive Summary
Spanish-Speaking World Language Program in Dept. of Languages and
Communication Disorders
College of Arts and Sciences

A. Degree and Certificate Programs Offered:

| Fall 2010 Fall 2009 | Enrolled Majors | Student Credit Hours | Average Class Size | Degrees Awarded AY09 | Regular Faculty/ | Adjunct Faculty/ | FTE Faculty |
|-------------------------|--------------------|----------------------------|-----------------------|----------------------------|---------------------|---------------------|----------------|
| Baccalaureate (B.S.) | 41 | 897 | 15 | 4 | 1 FT | 3 | 1.75 |
| Spring 2011 | 33 | | | | 2 FT (temp) | 3 | |
| Fall 2010 | 23 | | | | 1 FT | | |
| Fall 2009 | | | | | 2 FT (temp) | | |

| | | | | | | | |
|--|--|--|--|--|--------------------|--|--|
| | | | | | 3 FT 1 Visiting | | |
|--|--|--|--|--|--------------------|--|--|

Note: The Spanish Program is experiencing a dramatic increase in the number of majors.

Academic and Non-academic Staffing

- Permanent full time faculty are needed to support the Spanish Program
- Immediate hire needed for specialized area of Hispanic Linguistics (Bilingual – Span/Eng) (one Ph. D. full time). Will assist in developing program.
- Administrative/faculty person for dedicated foreign language laboratory and resource center (assists with student learning outcomes – proficiency based learning; WebCape language Placement Exam). (one full time MA or Ph. D)

The faculty is known for its warmth, friendliness and caring attitude. Program professors strive to maintain the highest quality of instruction and are grounded in research. Faculty serves as book and journal editors and participates internationally in conferences and professional organizations. The professors in the Spanish-Speaking World Language Program contribute to the intellectual development of students and the vitality of the University of the District of Columbia and the nation.

As of the spring 2010 semester, the Program has three full-time faculty members holding terminal degrees; one full-time ABD faculty three adjuncts. Each faculty member has responsibility for undergraduate courses instruction. Faculty members are typically assigned three to four courses each semester of the academic year. These assignments are disbursed across undergraduate courses year. Instructional assignments for the past five academic years are listed below in Table 1 (See Appendix D for faculty and staff listing and Appendix G for semester breakdowns).

Table 1
Faculty and instructional staff teaching assignments over the last five years.

| Full-Time Faculty | |
|---|---------------------|
| <u>Shirley Jackson, PHD</u> | |
| | |
| Adjunct Faculty (Temporary) | |
| <u>María A.Lorenzo-Alonso, MA (ABD)</u> | <u>M.Diagne, MA</u> |
| <u>Louis Hemans, MA</u> | |
| | |

* *Dependent on academic load per semester*
 UG = Undergraduate Course
 G-E = Graduate Elective

- Appendix A (See Department Chair for information)
- Program Organization Chart

Appendix B - Not applicable , See Section VII
Budget Summary N/A

| Source of Support | Amount |
|---|--------|
| Institutional Support | |
| Faculty and staff salaries | |
| Supplies and expenses (all non-capital and non-salary expenditures) | |
| Capital equipment | |
| Institutional Support Subtotal | |
| Grants and Contracts | |
| Grants and Contracts Subtotal | |
| | |
| Grand Total | |

II. Faculty Data

B. Number of Program Faculty

| | Gender | Full-Time | Part-Time |
|-------|--------|---------------|-----------|
| Men | 3 | 1 (adjunct) | 2 |
| Women | 3 | 2 (1 adjunct) | 1 |

C. Credentials of Faculty

| | Degree | Full-Time | Part-Time |
|-----------------------------|---------|--------------------|----------------|
| Men | 1 Ph. D | 1 (Ph. D. adjunct) | 2 MA |
| Women | 2 Ph. D | 1 Ph. D. | 1 Ph. D & 1 MA |
| Ethnicity of Faculty | | | |
| Hispanic | | 1 | 1 |
| Caribbean | | 1 | 1 |
| African American | | 1 | 0 |
| African | | 0 | 2 |
| Asian | | 0 | 0 |
| Other | | 0 | |
| With Disabilities | 0 | | |

D. Experience (Number years teaching experience)

| Degree | Full-Time | Part-Time |
|--------|-----------|-----------|
|--------|-----------|-----------|

| | | |
|-------|------------------------------|----------------------------|
| Ph. D | 1 35+ years | 1 4-7 years 1 0-3 years |
| M.A. | 1 4-7 years 1 25-35 years | 1 15-24 years |

Appendix D
Faculty and Staffing Listing

| Faculty/Instructional Staff | Title | Yr of Appt | Tenure Status | Highest Degree | Degree Field | Degree-Granting Institution |
|-----------------------------|------------|------------|----------------------|----------------|---|------------------------------|
| Dr. Shirley Jackson | Professor | 1968 | Tenure/ Permanent | Ph. D. | Spanish & Latin American / Peninsular Literature | George Washington University |
| Maria Alonso | Instructor | 2008 | Temporary | M.A. | English Humanities Doctoral Studies in Puerto Rican Literature | Spain |
| Luis Hemans | Instructor | 2008 | Temporary | M.A. | Spanish | Howard University |
| Mamadou Diagne | Instructor | 2000 | Temporary | M.A. | Spanish | Howard University |
| Claudia Guidi | Instructor | 2010 | Temporary | Ph. D. | Hispanic Linguistics | Georgetown University |
| Lagoka Gnaka | Instructor | 2010 | Temporary | Ph. D. | Spanish & Political Science | Howard University |

ITEMS # 9, #10, #11, #12

Adequacy of current facilities - Supplies, Library and Technical Resources

- Moveable computer carts with projectors needed on 4th

Floor, Bldg. 41 where most Spanish classes are taught. May be stored in foreign language laboratory & resource center / faculty offices. Video/CD capability needed.

- Language laboratory equipment , laptops, 2 high speed printers (blk & white, color); paper, maintenance contracts,
- Large permanent wall screen (movie size); 4 small bulletin boards to be hung outside or near the resource center
- Student Education Technicians.
- **Funding Sources** – Lab-Resource Administrator/Faculty person actively engages in grant writing activities to help defray expenses.
Cost Estimates: Market Rates

Additional books, magazines, journals for library.

Appendix H.

Current Spanish Major Program AY 2010 - 2011

Department of Languages & Communication Disorders

The Official Spanish Program currently offers the BA Degree in Spanish with the following two options listed in the chart below.

| Option I – General Spanish | Option II – Spanish for Teacher Education Majors |
|--|--|
| <p>BA in Spanish - 39 hours</p> <ul style="list-style-type: none"> • 11 required courses (33 credit hours of language, culture & literature) • 2 additional elective language courses (one language course) • one literature or culture course) <p>(6 credit hours)</p> | <p>BA in Spanish - 39 hours plus an additional 27 hours in Education courses</p> <p>BA in Spanish - 39 hours</p> <ul style="list-style-type: none"> • 11 required courses (33 credit hours of language, culture & literature) • 2 additional elective language courses (6 credit hours) |
| <p><u>Required Spanish Courses for Option I</u></p> | <p><u>Required Spanish Courses for Option I</u></p> |
| <p><u>Upper Division courses</u></p> <p>Level I (300 courses)</p> | <p><u>Upper Division courses</u></p> <p>Level I (300 courses)</p> |
| <p>1157-301 Advanced Grammar and Composition I</p> <p>1157-302 Advanced Grammar and Composition II</p> <p>1157-341 Spanish Civilization and Literature I</p> <p>1157-342 Spanish Civilization and Literature II</p> <p>1157-351 Latin American Civilization and Literature I</p> <p>1157-352 Latin American Civilization and Literature II</p> <p>1157-374 Advanced Spanish Conversation</p> <p>or</p> <p>1151-364 <i>Special Projects : Spanish for Debate</i> (fulfills Adv. Conv. requirement for the Majors)</p> <p>1157-384 Spanish Phonetics</p> | <p>1157-301 Advanced Grammar and Composition I</p> <p>1157-302 Advanced Grammar and Composition II</p> <p>1157-341 Spanish Civilization and Literature I</p> <p>1157-342 Spanish Civilization and Literature II</p> <p>1157-351 Latin American Civilization and Literature I</p> <p>1157-352 Latin American Civilization and Literature II</p> <p>1157-374 Advanced Spanish Conversation</p> <p>or</p> <p>1151-364 <i>Special Projects : Spanish for Debate</i> (fulfills conversation requirement for the Majors)</p> <p>1157-384 Spanish Phonetics</p> |
| <p>Level II (400 courses)</p> <p>1157-435 Spanish American Novel</p> <p>1157-439 African Presence in Hispanic Civilization and Literature</p> <p>1157-489 Contemporary Latin American Culture</p> | <p>Level II (400 courses)</p> <p>1157-435 Spanish American Novel</p> |

| | |
|--|---|
| <p>Electives (300 or 400 level) 1157-364 Business Spanish 1157-375 Oral Interpretation & Translation 1157- 20th-21st Century Hispanic Literature 1157 - 3 Hispanic Heritage in the U. S. 1157 – 3 Latin American Essay 1157-480 Applied Linguistics 1157-486 Literature of the Golden Age or 3 1157-487 Don Quixote 1157-488 Spanish Sociolinguistics</p> | <p>1157-439 African Presence in Hispanic Civilization and Literature 1157-489 Contemporary Latin American Culture</p> <p>Electives (300 or 400 level) 1157-364 Business Spanish 1157-375 Oral Interpretation & Translation 1157-480 Applied Linguistics 1157-488 Spanish Sociolinguistics</p> <p>* Students selection this option must consult with the Chair of the Dept. of Education – Bldg. 38, First Floor Additional Requirements for Spanish/Teacher Education Majors (27 hours) – <u>Current Program in Transition</u></p> <p>1121-221 Foundations of Education 1121-222 Children and Youth in Urban Schools 1323-244 Human Development and Behavior 1323-105 Principles of Child Development 1323-300 Educational Psychology 1353-304 Survey of Exceptional Learners</p> <p>1353-450 Methods of Teaching Foreign Languages (Pre-K to 12) 1321-471 Observation and Student Teaching in Elementary/Secondary Schools</p> |
|--|---|

Updated – October, 2010