

Questions and Suggestions for Department of Spanish and Portuguese on proposed changes in the Spanish major, from Subcommittee A of the Council of Academic Affairs, with responses from Professor Scott Schwenter, June 3, 2009

1. The proposal indicates that students who major in Spanish typically bring prior coursework in Spanish to OSU; the model four-year plans begin with 103.66. How common is it for students who become Spanish majors to come to OSU with no prior coursework, and is it possible for such a student to complete the major requirements in four years?

Not common at all. We have a new Spanish Listening and Reading Proficiency major/minor exam database that keeps track of where students begin in our program. Of 325 students that have used the new registration system, the following breakdown is as follows:

*101.01: 15 (4.62%)
102.01: 14 (4.31%)
102.66: 40 (12.31%)
103.01: 53 (16.31%)
103.66: 120 (36.92%)
104: 49 (15.08%)
240: 4 (1.23%)
250: 16 (4.92%)
400+: 14 (4.31%)*

It is possible to graduate within 4 years without previous Spanish experience. Please note that 103.66 is the starting point for most of our 4 year plans – this is a course that combines 102.01 & 103.01. Students could start out in Spanish 101.01, then take 102.01, then 111 (which combines 103.01 & 104), adding only 1 course overall to the student's program. The student could also study abroad in Quito, Ecuador, completing 101.01 before departure, then 101.01-102.01-103.01 in one quarter.

2. How do the various coursework options that fulfill the Spanish immersion requirement fit into the major requirements? Would they typically (or always) fit into Group D and thus be used in the elective category?

We have 19+ study abroad programs that would fulfill the Spanish Immersion requirement and satisfy various categories in the Spanish Major.

3. 101-104 (or their equivalents) and 250 probably should be listed as prerequisites for the major.

OK, we will do that.

4. Is a language proficiency examination required for entrance to the major? (If so, perhaps it should be noted in the proposal.) Is there an exit proficiency measure?

We do have the SLRPE major/minor entrance exam for entry to the major/minor programs and classes at the 400+ level. Students must score an 80% or better on each section, and they have the opportunity to repeat the exam, and a third chance through petition to the Language Studies Committee. We do not have an exit proficiency measure, but we do have various measures of success (as required by the College).

5. Do the new major requirements articulate with the undergraduate course requirements for students who seek a masters of education through OSU's M.Ed. program after graduation?

Yes – the requirements for the M.Ed. program can be satisfied in all 4 tracks.

6. The proposal does not seem to indicate that an overall average of 2.0 is required for courses in the major. If not, this information should be added.

OK, it will be added.

7. The proposal does not indicate requirements for honors majors in Spanish and how those requirements are affected by the overall changes in the major. It would be useful to add that information.

The new major is actually a revision to bring our non-honors major more into line with our honors major, as can be seen below from the program requirements. Specifically, our new major adopts the “tracking” into concentrations that was already a staple feature of our Honors major. Informally, however, we have been advising students who write honors theses that their thesis hours (H783) can be counted in lieu of the non-honors senior seminar that they are required to take. Thus, all honors students, thesis or not, are required to take H680 (Honors Senior Seminar), but those who write theses are not required to take another, non-honors, senior seminar (even though, in practice, many actually do anyway).

HONORS MAJOR

The Spanish major consists of a minimum of 50 credit hours distributed as indicated below. A minimum grade of C- in all courses comprising the major is required. Students must maintain a minimum CPHR of 3.4 throughout the honors program and PHR of 3.60 in Spanish.

IMPORTANT: All Honors students, regardless of their major, minor, or college of enrollment, are required to follow the Honors program for a major or minor in Spanish.

a. Graduation with Honors in the Liberal Arts with a major in Spanish

Orientation (12 hours). These 3 courses are required:

Course Number	Course Title	Credit Hours
(H) 401	Advanced Grammar (H-section recommended)	4
(H) 403	Intermediate Spanish Composition (H-section recommended)	4
H450	Introduction to the Study of Literature & Culture (H-section required)	4

Core (40 hours)

* 603 Advanced Spanish Composition B 5 hours

* 3 courses at the 500 and 600-level in primary concentration - 15 hours

* 2 courses at the 500- and 600-level in secondary concentration -10 hours
(Two of these 5 courses must carry Honors or Embedded Honors [EH] status)

* 2 Senior Seminars - 10 hours

Courses in Spanish Peninsular Concentration:

Course Number	Course Title	Credit Hours
(EH) 551	Classical Spanish Literature *	5
(H) 552	Modern Spanish Literature	5
(H) 561	The Culture of Spain	5
567	Mosaic Spain: Catalonia, Basque Country, Galicia and Andalusia	5
581	Spanish Film	5

Courses in Latin American Concentration:

Course Number	Course Title	Credit Hours
(EH) 555	Indigenous and Colonial Literature of Spanish America	5
556	Modern Spanish American Literature	5
557	Latino Literature	5
(H) 560	Spanish American Culture	5
H565	Latin American Indigenous Literatures & Cultures	5
580	Latin American Film	5
H590	Interdisciplinary Protocols (taught in English**)	5
640	Globalization & Latin America (taught in English**)	5

Courses in Linguistics Concentration:

Course Number	Course Title	Credit Hours
H530	Introduction to Linguistics (Required for concentration, 404 Pre-req)	5
536	Language Change in Spanish	5

(EH) 537	Hispanic Psycholinguistics * (HE option pending approval)	5	
538	Language Variation in Spanish	5	
601	Spanish Syntax	5	
(EH) 604	Spanish Phonetics *		5
610	Contrastive Structures of English and Spanish	5	

Senior Seminars:

Two seminars are required, including H680. All are repeatable to a maximum of 15 hours. Students may substitute graduate level (700-Level) courses for 600-level seminars

Course Number	Course Title	Credit Hours
H680	Honors Seminar (Required)	5-15
650	Senior Seminar in Spanish or Spanish American Literature	5-15
660	Senior Seminar in Hispanic Culture	5-15
630	Senior Seminar in Hispanic Linguistics	5-15

Immersion Requirement:

An approved study-abroad program or credit for Spanish 689 is required to fulfill this feature of the program.

Additional Courses:

Course Number	Course Title	Credit Hours
595	Special Topics–Foreign Study	1-15
693	Individual Studies (max. of 5 hrs. towards major)	1-3
H783	Honors Research	3-15

b. Graduation with Distinction in Spanish

* All previously stated requirements under “Honors in the Liberal Arts with a major in Spanish.”

* Honors Thesis (for 8 B 10 hours of H783 credit) under direction of a faculty member chosen by the student. Student will also choose another faculty member in the department as a committee member. The thesis will also have an outside committee member, who will be chosen by the student in consultation with the thesis director.

* One-hour oral examination covering topic of thesis. All three committee members will participate in the exam

NOTE: Exceptions to the above requirements and distributions will be considered when they do not diminish the quality of the individual major program.

(Larry Baum to Scott Schwenter, July 2, 2009)

Scott,

Thanks again for your responses to our questions and for your work revising the proposal. I think you've caught everything. When the full committee sees the proposal, it will also get your responses to my questions, so that members will have that additional information. They'll undoubtedly come up with new questions that didn't occur to us, but those can be addressed when they come up.

The committee's July meeting has been scheduled for July 22nd, when I'll be out of town. With luck, at least one of the other subcommittee members will be able to attend and provide background on the subcommittee's consideration of the proposal. If so, I think it would be a good idea to consider the proposal then. I'll check with the others and go from there.

--Larry

From: Scott A. Schwenter [mailto:schwenter.1@osu.edu]
Sent: Tuesday, June 23, 2009 12:49 PM
To: Baum, Larry (.4)
Cc: Elizabeth B. Davis; Rachel Sanabria
Subject: Re: CAA: proposal on Spanish major

Larry,
Sorry for the delay on this. I'm attaching the revised proposal with the answers to your questions incorporated. Please let me know if you need anything else.

Best,
Scott

On Jun 9, 2009, at 8:32 AM, Baum, Larry (.4) wrote:

Scott,

I haven't gotten any further suggestions from the subcommittee members, so why don't you go ahead and send me the revised proposal? I'll pass it along to the CAA chair, and unless there's a serious backlog of business the committee should take up the proposal at a July meeting (as yet unscheduled). The department will get contacted before the meeting so that someone from the department can appear at the meeting to discuss the proposal and answer any questions.

Thanks.

--Larry

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Associate Professor of Hispanic Linguistics and Vice Chair
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(Larry Baum to Scott Schwenter, June 4, 2009)

Scott,

Many thanks for all the information. I'll check with the other subcommittee members to see if they have further questions or suggestions. You can then incorporate the relevant responses into the proposal itself; I think that what you've said on our questions 2, 3, 4, 6, and 7 would usefully be added to the proposal. On question 2, I think it would be good to say a bit more; without going into all the various programs, the proposal might generalize about what portion of the study abroad credit typically can fulfill major requirements and where it tends to fit into the requirements. I'll let you know what I hear and get back to you as soon as possible.

--Larry

From: Scott A. Schwenter [mailto:schwenter.1@osu.edu]
Sent: Wednesday, June 03, 2009 8:08 PM
To: Baum, Larry (.4)
Subject: Re: proposal for revision of Spanish major

Larry,
Thanks for your message and sorry for the delayed reponse. I needed to consult with Rachel Sanabria, one of our academic advisors, on several of your questions before responding. Attached is our response. Please let me know if you have any further questions.

Best,
Scott

On Jun 1, 2009, at 8:46 AM, Baum, Larry (.4) wrote:

Professor Schwenter:

I'm chairing the subcommittee of the Council of Academic Affairs that is looking at your proposal. We have some questions and suggestions concerning the proposal. I've attached them; if someone else is more appropriate to respond, please pass them along. Apologies for bothering you with additional things after you've already gone through several stages with the proposal, but I think it won't take much time to respond.

Thanks.

--Larry Baum
<Spanish.questions.doc>

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Department of Spanish & Portuguese
February 2009 [revised June 2009]

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 beyond 250, distributed as indicated below. The elementary language courses at the 101-104 level, as well as 250 (for those students who must take it) are also prerequisites in theory, though

in practice many students only take two or three of these language courses, depending on their prior Spanish language background. The SLRPE major/minor entrance exam is required for entry to the major/minor programs and classes at the 400+ level. Students must score an 80% or better on each section, and they have the opportunity to repeat the exam, and a third chance through petition to the Language Studies Committee. 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 & 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 an overall average of 2.0 is required for courses in the major. A C- 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.

As before, the elementary language courses at the 101-104 level, as well as 250 (for those students who must take it) are also prerequisites for the major in theory, though in practice many students only take two or three of these language courses, depending on their prior Spanish language background in high school or elsewhere. In addition, as is presently the case in the current Major, the SLRPE major/minor entrance exam will be required for entry to the major/minor programs and classes at the 400+ level. Students must score an 80% or better on each section, and they have the opportunity to repeat the exam, and a third chance through petition to the Language Studies Committee.

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	<i>Advanced Grammar</i>	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	Honors	

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 Ohio¹; 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.

We have 19+ study abroad programs that would fulfill the Spanish Immersion requirement and satisfy various categories in the Spanish Major. For example, the Granada Spain Semester Language and Culture program covers Spanish 401 & 403 & 406 + GEC courses (partially satisfying the Required Orientation Courses and one Group D course) the Salamanca Summer program covers Spanish 401 & 403 + GEC course (partially satisfying the Required Orientation Courses). The Granada and Toledo, Spain semester programs cover courses at the Spanish 500-level in Latin American and Spanish Concentrations (covering courses in both A & B groups). The Belgrano Buenos Aires, Argentina Semester program allows students to take courses at the Spanish 500-level in Latin American concentration (Group B), and the Linguistics Concentration (courses are taught with Native Speakers of Spanish and cover Group C) as well as GEC courses. Since many of our programs offer courses that our department does not have direct equivalents for, such as “Islamic Culture in Spain”, we have Spanish 595 “Special Topics in Foreign study” credit, that counts for up to 15 hours of the Spanish Major. This allows for flexibility, and can be applied toward groups A-B-C or D, depending on the

¹ 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.

course subject matter. This allows for programs to be well-rounded or specifically concentrated, depending on the student's track and interests. For example: In the semester Toledo program, students can take Spanish 560 (Group B), Spanish 551 (Group A), Spanish 595 (Group A), and Spanish 430 (Group C) and Spanish 603 (Group D) for a well-rounded program, or choose courses that only fit into Group A for the Peninsular Track. This example also holds true for several other pre-approved Spanish programs abroad.

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 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 1: 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
Freshman Year		
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
<hr/>		
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	Latinos, Language and Literacy	5
Other General Education Courses and electives		25
Total hours		45
<hr/>		
Junior Year		
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	
Freshman Year		
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

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

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

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
Freshman Year		
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

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

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

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

APPENDIX 2: SPANISH HONORS MAJOR PROGRAM

The new major proposed in this document is actually a revision to bring our non-honors major more into line with our honors major, as can be seen below from the Honors Major program requirements. Specifically, our new major adopts the “tracking” of majors into subfield concentrations that was already a staple feature of our Honors major. Informally, however, we have been advising students who write honors theses that their thesis hours (H783) can be counted in lieu of the non-honors senior seminar that all majors are required to take. Thus, all honors students, thesis option or not, are required to take H680 (Honors Senior Seminar), as detailed below, but those who write theses are not required to take another, non-honors, senior seminar (even though, in practice, many actually do anyway). Since instituting this flexibility into the Honors Major program, we have seen the number of Honors theses produced by our students increase substantially.

HONORS MAJOR

The Spanish major consists of a minimum of 50 credit hours distributed as indicated below. A minimum grade of C- in all courses comprising the major is required. Students must maintain a minimum CPHR of 3.4 throughout the honors program and PHR of 3.60 in Spanish.

IMPORTANT: All Honors students, regardless of their major, minor, or college of enrollment, are required to follow the Honors program for a major or minor in Spanish.

a. Graduation with Honors in the Liberal Arts with a major in Spanish

Orientation (12 hours). These 3 courses are required:

Course Number	Course Title	Credit Hours
(H) 401	Advanced Grammar (H-section recommended)	4
(H) 403	Intermediate Spanish Composition (H-section recommended)	4
H450	Introduction to the Study of Literature & Culture (H-section required)	4

Core (40 hours)

* 603 Advanced Spanish Composition B 5 hours

* 3 courses at the 500 and 600-level in primary concentration - 15 hours

* 2 courses at the 500- and 600-level in secondary concentration -10 hours

(Two of these 5 courses must carry Honors or Embedded Honors [EH] status)

* 2 Senior Seminars - 10 hours

Courses in Spanish Peninsular Concentration:

Course Number	Course Title	Credit Hours
(EH) 551	Classical Spanish Literature *	5
(H) 552	Modern Spanish Literature	5
(H) 561	The Culture of Spain	5
567	Mosaic Spain: Catalonia, Basque Country, Galicia and Andalusia	5
581	Spanish Film	5

Courses in Latin American Concentration:

Course Number	Course Title	Credit Hours
(EH) 555	Indigenous and Colonial Literature of Spanish America	5
556	Modern Spanish American Literature	5
557	Latino Literature	5
(H) 560	Spanish American Culture	5
H565	Latin American Indigenous Literatures & Cultures	5
580	Latin American Film	5
H590	Interdisciplinary Protocols (taught in English**)	5
640	Globalization & Latin America (taught in English**)	5

Courses in Linguistics Concentration:

Course Number	Course Title	Credit Hours
H530	Introduction to Linguistics (Required for concentration, 404 Pre-req)	5
536	Language Change in Spanish	5
(EH) 537	Hispanic Psycholinguistics * (HE option pending approval)	5
538	Language Variation in Spanish	5
601	Spanish Syntax	5
(EH) 604	Spanish Phonetics *	5
610	Contrastive Structures of English and Spanish	5

Senior Seminars:

Two seminars are required, including H680. All are repeatable to a maximum of 15 hours. Students may substitute graduate level (700-Level) courses for 600-level seminars

Course Number	Course Title	Credit Hours
H680	Honors Seminar (Required)	5-15
650	Senior Seminar in Spanish or Spanish American Literature	5-15
660	Senior Seminar in Hispanic Culture	5-15
630	Senior Seminar in Hispanic Linguistics	5-15

Immersion Requirement:

An approved study-abroad program or credit for Spanish 689 is required to fulfill this feature of the program.

Additional Courses:

Course Number	Course Title	Credit Hours	
595	Special Topics–Foreign Study	1-15	
693	Individual Studies (max. of 5 hrs. towards major)		1-3
H783	Honors Research	3-15	

b. Graduation with Distinction in Spanish

* All previously stated requirements under “Honors in the Liberal Arts with a major in Spanish.”

* Honors Thesis (for 8 B 10 hours of H783 credit) under direction of a faculty member chosen by the student. Student will also choose another faculty member in the department as a committee member. The thesis will also have an outside committee member, who will be chosen by the student in consultation with the thesis director.

* One-hour oral examination covering topic of thesis. All three committee members will participate in the exam

NOTE: Exceptions to the above requirements and distributions will be considered when they do not diminish the quality of the individual major program.



Arts and Sciences

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March 17, 2009

Daniel Mendelsohn
Associate Professor, Mechanical Engineering
E 338 Scott Lab
201 West 19th Avenue
CAMPUS

Dear Dan:

The Arts and Sciences Committee on Curriculum and Instruction (CCI) unanimously approved a revision to the **Spanish Major** on March 6, 2009. Scott Schwenter and Elizabeth Davis represented the Department of Spanish and Portuguese at this meeting. The CCI Subcommittee on Arts and Humanities unanimously approved the proposal on March 2, 2009. The Humanities College Curriculum Committee approved this proposal on February 20, 2009. Please see the attached transmittal history (end of document) for detailed minutes from these meetings, which include helpful responses to questions from the Spanish program in capital letters.

While maintaining the current total number credits needed to satisfy the major (50) the proposed revision adds structure and depth to the program by creating four tracks (outlined Bebe Miller's subcommittee cover letter.) This change is based on the growth of the popularity of the major, an increase in the preparation and ability of incoming students, and the structure of the faculty and similar majors at benchmark institutions.

This reorganization provides depth in three of the four tracks as well as a more generalist track in Hispanic Studies. The structure of the core choices and ensuing tracks allows for students to enter the major at beginner as well as advanced levels of language proficiency. It also provides flexibility for students to change tracks should their interests shift. This major is also the only major at Ohio State that requires a study abroad component, which can also be satisfied with the "Spanish in Ohio" 100-hour immersion experience, highlighted in section IV. of the proposal.

This revision was received enthusiastically by the A&S Committee on Curriculum and Instruction, which was particularly impressed with the study abroad component as well as the department's initiative to continually challenge students of ever-increasing ability.

Please let me know if I may be of further assistance as CAA considers these changes.

Sincerely,

A handwritten signature in black ink that reads "Kathleen M. Hallihan".

Kathleen M. Hallihan
Director, Curriculum and Assessment

c: Randy Smith
Briggs Cormier
Terry Gustafson

Date: March 4, 2009
Subject: Proposed Changes to the Spanish Major
From: Bebe Miller

The Arts and Humanities Subcommittee met to consider a revision to the Spanish Major. Substantially, the major would be comprised of four tracks of study: Peninsular Literatures and Cultures, Latin American Literatures and Cultures, Hispanic Linguistics, and Hispanic Studies,. The first three tracks require significant concentration as well as a certain amount of diversification. Hispanic Studies, which will serve as a more general track, offers greater diversification and less concentration. The goal of the revision is to address the growth in the numbers of Spanish majors over the past several years, the breadth and diversity of their interests, and the improvement in their pre-major preparation. The department feels that the new framework will ensure a logical and structured path for students, both for those who have more specialized interests and those who are drawn to a more general field of study. These changes do **not** involve an increase of credit hours; that remains at 50, which is in line with comparable majors in the college and benchmark institutions.

All four tracks share the following requirements:

- Required Core Courses (= 15 credits)
Spanish 401/H401 4 credits
Spanish 403/H403 4 credits
Spanish 404 3 credits
Spanish 450/H450 4 credits

The major elements of the first three proposed tracks share a "menu" of choices:

- Concentration Requirement (= 15 credits)
Three courses from Group A, B or C, specified by track

- Diversification Requirement (= 10 credits)
Two courses from one Group or one course from each of two Groups, specified
- Senior Seminar (= 5 credits)
Specifically geared to each track

- Electives (= 5 credits)
One course from either Group A, Group B, Group C, or Group D

The Hispanic Studies track also includes:

- Two courses from one Group, plus two courses from another Group, plus one course from the remaining Group (= 25 credits)

- Senior Seminar in one of the three areas (= 5 credits)

- One additional course from any of the three areas (= 5 credits)

The subcommittees felt that this was a very well-structured proposal crafted in response to new needs and student body feedback as well as increasing global awareness of relevance and importance of the discipline. The point was raised that 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 benefited students and the program is responding to this demand.

The proposal was unanimously approved. The subcommittee commends the department on the extensive and painstaking work that went into the proposal, starting with the initial plan submitted over a year ago.

Department of Spanish & Portuguese
February 2009

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 & 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	<i>Advanced Grammar</i>	4 credits
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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 Ohio¹; 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

¹ 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
Freshman Year		
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
<hr/>		
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	Latinos, Language and Literacy	5
Other General Education Courses and electives		25
Total hours		45
<hr/>		
Junior Year		
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	
Freshman Year		
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

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

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

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
Freshman Year		
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

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

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

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 Spanish Major Revision

Committee on Curriculum and Instruction

March 6, 2009

IV. Revision to Spanish Major

- A. Intro, Bebe Miller, Chair Subcommittee on Arts and Humanities: includes 4 tracks. Goal is to address growth in majors over past several years, the breadth and diversity of their interests, and their better preparation coming into college. Changes do not involve an increase of credit hours, remaining at 50, in line with similar programs at Ohio State as well as benchmark institutions.
 1. All 4 tracks share same core course
 2. Cmte felt it was a very well structured proposal based on meaningful feedback from students and program review and was excited by evidence of better preparation leading to more challenging curriculum for students at college level.
- B. Rationale by Elizabeth Davis, Acting Chair SPPO, Scott Schwenter, Acting Vice-Chair and chair of undergraduate studies
 1. Formalize change practiced informally by students over past decade, choosing to specialize in structure of 4 proposed tracks, mirroring current specializations in graduate programs. This proposal attempts to formalize tracks but also require more breadth so students do not over-specialize.
 2. In practice most majors do go slightly over 50 credit hours (average of 51-52).
 3. Fourth track Hispanic Studies is generalist track. One extra course is choice to take the senior seminar in any of the other three tracks, and reflects current trans-atlantic focus of graduate programs. There are a large number of students who enjoy Spanish but not necessarily literature. This new track will help alleviate student frustrations with having to choose either literature or linguistics (approximately 3/4 to 1/4 respectively).
 4. Issue of changing tracks: Common core up to 500-level and to that point program is similar. After a track is chosen, students can still reasonably change tracks, although the farther one progresses the more difficult it becomes to change. The Hispanic Studies track, however, provides more options for students to switch more easily later in major.
 5. Hispanic track gives solid basic background for secondary teaching
- C. Growing population of Hispanics in North America. Is domestic Hispanic Studies a possible disciplinary area for future development? Department has discussed this and is conscious of emerging Latino/a population, noted increase of professors who teach Latino/a Studies in other departments and Ethnic Studies but has chosen not to infringe on this development. Department is involved in collaboration with several Humanities departments .

- D. “Spanish in Ohio” is immersion course (100 hours of Spanish Language contact with community) for students who choose not to enroll in study abroad program. Based on enrollments of majors in this course, department calculates that approximately 90% of majors choose to study abroad.
1. SPPO has some financial support for study abroad, but the amount is very limited. Students are encouraged and helped with applying for study abroad.

Subcommittee letter stands as motion to approve. 2nd Liddle-
Unanimously Approved

**Arts and Humanities CCI Committee
March 2, 2009**

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.

Motion to Approve: Hubin, 2nd Liddle-
Unanimously Approved

**College of Humanities College Curriculum Committee
February 20, 2009**

5. Spanish Major revision (returning)

- a. **Spanish major, Spanish 650, Spanish 660**
- b. 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)
- c. 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
 - i. The difference in this track is 1 course; why has that never been brought up before, it has been here twice---
 - ii. Seems unnecessary because it does not differentiate itself from the other 2 tracks; 1 course difference does not seem to differentiate the track

- iii. Are students expressing a desire for? Many express desires not to be pigeonholed as Penninsular or Latin America
- iv. Track in Hispanic Studies is the “general” track and resembles the current major
- v. The other difference is a Senior Seminar flexibility; also they can take courses from any track
- vi. Students already do this on their own; formalizing the grad program tracks for undergrads
- d. It has an assessment report
- e. **Spanish 650 & Major**- rationale is clearly stated and the recommendations were met

APPROVED UNANIMOUSLY

**College of Humanities College Curriculum Committee
May 30, 2008**

6. Revisions to Spanish Major
- 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:
 - 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? 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?
 - vii. 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)”

Sent back – if received quickly, HUM CCC would like to electronically consider for approval before summer break

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.