

# UNIVERSITY FACULTY SENATE FORMS

## Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

**Submitted by:** \_\_Cristina Guardiola\_\_\_\_\_ phone number \_\_X 1861\_\_\_\_\_

**Department:** \_\_Foreign Languages and Literatures\_\_\_\_\_ email address \_\_cmgm@udel.edu\_

**Date:** \_\_10/17/2013\_\_\_\_\_

**Action:** \_\_\_\_\_revise Spanish Studies Minor\_\_\_\_\_  
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

**Effective term** \_\_\_\_\_14F\_\_\_\_\_  
(use format 04F, 05W)

**Current degree** \_\_\_\_\_  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed change leads to the degree of:** \_\_\_\_\_  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed name:** \_\_\_\_\_ (same name; no change) \_\_\_\_\_  
Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

### Revising or Deleting:

**Undergraduate major / Concentration:** \_\_\_\_\_  
(Example: Applied Music – Instrumental degree BMAS)

**Undergraduate minor:** \_\_\_\_\_Spanish Studies\_\_\_\_\_  
(Example: African Studies, Business Administration, English, Leadership, etc.)

**Graduate Program Policy statement change:** \_\_\_\_\_  
(**Must attach** your Graduate Program Policy Statement)

**Graduate Program of Study:** \_\_\_\_\_  
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

**Graduate minor / concentration:** \_\_\_\_\_

**Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.**

**List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?**

NONE.

**Explain, when appropriate, how this new/ revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>**

**The revised curriculum affords students over thirty courses from which they can choose ([http://international.udel.edu/DB/PUB\\_Program.aspx?Pgm=1474#Courses](http://international.udel.edu/DB/PUB_Program.aspx?Pgm=1474#Courses)). These courses promote the GenEd goals in the following ways:**

- 1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

Oral and written communication in the Spanish language will be taught directly in grammar courses offered as SPAN306.070, SPAN367.070/SPAN467.070 (soon to have a permanent number), and SPAN401.070. The literature and culture courses at the SPAN3XX/4XX levels focus more directly on written communication with essay projects and oral presentations. Moreover, all courses in other disciplines are taught in the target language. Oral and written exams, essays, and/or projects are required in all classes. The use and application of computer systems is a vital feature in all modern classrooms; students are required to use internet and database research tools in most upper division courses.

- 2) Learn to think critically to solve problems.

All the language and culture courses challenge students to solve linguistic problems (as in, how do I express this concept in Spanish? How do I get my point across using the target language?), as well as thinking through issues in essay projects. Our SPAN475 culture courses directly address social issues in contemporary Spain, and students will be encouraged to think critically about government policy in ECON340.071, HIST348.071 and POSC441.073, family and other societal expectations in HIST348.072, conflicts persisting in Spanish cultural identity in SPAN307.070 and SPAN475. SPAN 3XX/4XX will enable students to think critically about literary problems and explain such things as major themes in a text, character motivation and so on. SPAN467.070 perhaps most directly addresses problem-solving in the curriculum, as students are challenged to find creative solutions to translation problems, especially with culturally specific words that do not have an exact English-language equivalent.

- 3) Be able to work and learn both independently and collaboratively.

Language use is necessarily an individual endeavor, as one must use one's own words to express thoughts and ideas in the process of communication. However, all classes taught here in Delaware or abroad in Granada, Spain include group work, as students work in pairs or small groups for conversation and other work.

- 4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

As the minor in Spanish studies mostly requires upper-division work, the topics in our major respond to the self as it relates to the global community at large. Moreover, as this minor is requires a study abroad experience, each student by necessity deals with social and family values that one encounters as a homestay student in Spain: asking permission, introducing and inviting others, and taking part in community activities such as university classes or parties. Language courses in SPAN engage students with the concepts of formal language and different register. The student acquires a good command of language to be used in different situations both in and outside of the classroom,

while experiencing first-hand the challenges, responsibilities, and rewards of representing Delaware abroad.

- 5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

One way that this concentration addresses this goal is through the contrast between the literature and culture courses (SPAN3XX/4XX) and courses in other disciplines (ECON, ARTH, POSC). The literature and culture courses necessarily take a humanistic approach to human knowledge and its expression. Many of these courses already show an interdisciplinary focus, as they are read through the focus of critical theory that borrows from psychology, anthropology, cultural studies, etc. The expansion of acceptable interdisciplinary coursework or this minor allows students to explore other intellectual and knowledge driven pursuits.

- 6) Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

Students in this concentration are constantly challenged to express their thoughts and ideas in a foreign language, which necessitates curiosity and the willingness to apply new knowledge in new situations. Confidence is needed to express ideas verbally, whether in class or abroad. Students are put to the test on the Study Abroad program, where upper division courses in a greater number of academic fields are now available. A required study abroad experience and grammar course gives students the confidence and furthers their ability to engage with Spanish people on a daily basis.

- 7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

The use of language to describe experiences in the students' daily lives is integral to a program in foreign language. In each of the grammar courses students need to apply grammar and vocabulary they have learned to the real-world situations they are attempting to describe. The learning of different literary styles and cultural production in SPAN courses, or the understanding of past historical, international endeavors, or the understanding of the economic ties between Spain and the Americas, gives students a personal basis for understanding and enjoying artistic production, past and present current events and economic policy.

In this way, we aim to produce graduates who can continue their Spanish usage after leaving UD, whether in formal studies or in pursuing individual interests. At the same time, we strive to develop in each student a life-long passion for creative and artistic production, be it through literature, film, music or art. Additionally, we recognize the importance for our students to explore their ideas and beliefs as relates to political and economic practice through comparative studies in Europe and Latin America.

- 8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.

Students minoring in Spanish studies will have the opportunity to explore, through SPAN language and culture, the artistic creations particular to Spain. They will live in Granada, Spain, recognized as a UNESCO world heritage site for its artistic and architectural splendor. They will live in the shadow of the Alhambra palace, in the neighborhoods surrounding the old Jewish quarter or gypsy caves. The city represents the unique historical traditions derived from eight centuries of

coexistence among the three religions of medieval Spain. Students may take classes that explore the great writers, philosophers, and painters in Spanish history, understand how past or present trends in Europe and the Americas affect modern life, and be influenced unavoidably by it all.

- 9) Understand the foundations of United States society including the significance of its cultural diversity.

Lower level language courses give students ample opportunity to interact with the largest minority population in the United States. Through comparison and contrast, students come to understand their own experiences more deeply, even though the history of US society is not explicitly addressed in the curriculum. The textbooks used do address issues of racial diversity, social expectation, customs such as gift-giving and religious holidays. These provide good opportunities for teachers to lead classroom discussion. The study abroad experience as well affords opportunities for comparison and contrast with US society. Current issues in Spain, such as immigration, national and global economies, social and political debates also share commonalities with the US, and prompt opportunities in the class and outside the classroom for debate.

- 10) Develop an international perspective in order to live and work effectively in an increasingly global society.

All courses in this proposed program of study aim to equip students with the skills and outlook to live and work effectively in an international environment. Our graduates who go on to work in Spain and Latin American countries will be able to speak with developed proficiency, while those who stay in the US will take with them a deep appreciation of Hispanic culture, language and society.

**Identify other units affected by the proposed changes:**

NONE. (Interdisciplinary coursework available abroad.)

**Describe the rationale for the proposed program change(s):**

The changes made to the Spanish Studies minor allow students to take a wider variety of courses now available through our Study Abroad Granada Semester. As the Foreign Language Studies Minor requires participation in a UD sponsored study abroad program, the greater variety added to the minor gave students an opportunity to explore different academic pursuits, while developing proficiency in the target language and culture. Each of the courses offered in Granada has a UD Newark campus equivalent, justifying its academic rigor.

This revised minor, in particular, allows for a greater interdisciplinary approach, as Spanish language acquisition is tied to learning in other disciplines. Coursework now includes greater options in Art History, Economics, History, Political Science, as well as Spanish. All courses have established UD equivalents. The course equivalency for each course has been approved by faculty from their respective departments. A representative list from SPRING 2014 shows the increased number of courses now available for the Spanish Studies minor :

**ARTH 339-072: History of Art in Spain (3 credits)**

**ARTH 339-071: Spanish Art (Renaissance and Baroque) (3 credits)**

**ECON 340-071: Economics and Business in Spain and Latin America (3 credits)**

**ECON 340-072: Spanish and Latin American Economics (3 credits)**

**HIST 348-072: History of Spain (From Franco to the Present Day) (3 credits)**

**HIST 348-071: History of Spain: Modern Age (3 credits)**

**POSC 309-070: Political Culture: Spain (3 credits)**

**POSC 441-073: Contemporary Politics: Spain (3 credits)**

**SPAN 307-072: Traditional song and Spanish society: flamenco, folklore and sephardic song (3 credits)**

**SPAN 475-072: Islamic Culture in Spain (3 credits)**

(A complete list may be found here:

[http://international.udel.edu/DB/PUB\\_Program.aspx?Pgm=1474#Courses](http://international.udel.edu/DB/PUB_Program.aspx?Pgm=1474#Courses) ).

### Program Requirements:

The Spanish Studies minor is part of the Foreign Languages and Literatures Studies Minor (available in French, German, and Spanish). The Spanish portion, as seen in the 2012/2013 catalog currently states:

2012/2013 catalog	Proposed wording for 2013/2014 and beyond...
<b>FOREIGN LANGUAGE STUDIES MINOR:</b> The Foreign Language Studies (FLS) minor (in French, German or Spanish) requires participation in a UD Department of Foreign Languages and Literatures sponsored semester abroad program. See the Foreign Languages and Literatures Study Abroad Coordinator for details and prerequisites. Credit requirements for the FLS minors are as follows:	<b><u>FOREIGN LANGUAGE STUDIES MINOR: The Foreign Language Studies (FLS) minor (in French, German or Spanish)</u></b> requires participation in a UD Department of Foreign Languages and Literatures sponsored semester abroad program. See the Foreign Languages and Literatures Study Abroad Coordinator for details and prerequisites. Credit requirements for the Spanish Studies minor are as follows:
TWO of SPAN 2xx, 3xx, and 4xx.....6 credits SPAN 306 or <b>4xx</b> .....3 credits SPAN <b>307 or</b> 308.....3 credits Three of ARTH 339, SPAN 370, SPAN 455, HIST 339, POSC 441.....9 credits Minors in Spanish Studies are required to take at least one literature course at the 300-level or above. Note: A student cannot receive both a Spanish Minor and a Spanish Studies Minor.	Two of Span 2xx, 3xx, 4xx Span 306 or 4xx Span 307 or 308 <b><u>Three chosen from: Span 3xx, Span 4xx, any course(s) in other disciplines taught in Spanish on semester abroad programs.</u></b> A student cannot receive both a Spanish Minor and a Spanish Studies Minor.

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Dean of College \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Com. on UG or GR Studies \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Coordinating Com. \_\_\_\_\_ Date \_\_\_\_\_

Secretary, Faculty Senate \_\_\_\_\_ Date \_\_\_\_\_

Date of Senate Resolution \_\_\_\_\_ Date to be Effective \_\_\_\_\_

Registrar \_\_\_\_\_ Program Code \_\_\_\_\_ Date \_\_\_\_\_

Vice Provost for Academic Affairs & International Programs \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_

Board of Trustee Notification \_\_\_\_\_ Date \_\_\_\_\_

Revised 02/09/2009 /khs

## Checklist for Curriculum Proposals

1. Are all **signatures on the hard copy of the proposal**?
2. Is the **effective date** correct?
3. Is the **rationale** for the proposal consistent with the changes proposed?
4. Does the proposed **number of credits** match the stated number?
5. Have affected units been identified and contacted? Are required **support letters** attached?
- n/a 6. Is a **resolution** necessary? If so, is it attached?
- (Necessary for: establishing a major; disestablishing a major; a name change to any program with permanent status; a name change to a department or college; a transfer or creation of any department; request for permanent status).
7. Are all **courses (required or referenced)** in the UDSIS Inventory or in the approval process? [courses being proposed](#) [Challenge List](#)
8. Are all **university requirements** correctly specified?
- A. Breadth requirements.
- B. Multicultural requirement.
- C. Writing requirement.
- D. DLE requirement.
9. Are all **college requirements** correctly specified?
10. Is a **side-by-side comparison** provided?