

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability

NO.: AAC 10-14

COMMITTEE DATE: April 27, 2010

BOARD DATE: May 4, 2010

WESTFIELD STATE COLLEGE
BACHELOR OF ARTS IN SPANISH

MOVED: The Board of Higher Education hereby approves the application of **Westfield State College** to award the **Bachelor of Arts in Spanish**.

Upon graduating the first class for this program, Westfield State College shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Dr. Francesca B. Purcell, Associate Commissioner for Academic and P-16 Policy

BOARD OF HIGHER EDUCATION

Westfield State College

Bachelor of Arts in Spanish

INTENT AND MISSION

In March 2010, Westfield State College submitted an expedited proposal to offer a Bachelor of Arts in Spanish. This proposal represents an initiative to reinstate the Bachelor of Arts in Spanish at Westfield State College which existed until the late 1990s. Since that time, an active minor in Spanish has been maintained. The re-establishment of a language department entitled World Language Studies in spring 2009 with the hiring of two new faculty provide a firm foundation upon which to reinstate the previously existing major. Moreover, enrollment growth in the Spanish minor, along with the results of student interest surveys, has made its reinstatement timely.

The purpose of the proposed program is to prepare students to utilize the Spanish language and knowledge of the Hispanic world in both professional positions and voluntary associations. Students will acquire skills in listening comprehension, speaking, reading and writing the Spanish language to a level of proficiency which allows them to utilize these skills in professional and personal interactions with Spanish speakers. They will also acquire knowledge of historical, political and cultural dimensions of the Hispanic world which will allow students to function with a high degree of competence both professionally and interpersonally in Spanish-language environments. Through this program, students will be prepared for a wide variety of careers in business, law enforcement, teaching and the helping professions in which proficiency in the Spanish language and cultural competence is required or is an asset.

This program is integral to the college's mission statement as set forth in the Westfield State College Strategic Plan of 2005-2010. Specifically, it speaks to the following aspects of the mission statement:

- Developing each student's critical thinking skills [and] oral and written communication
- Developing appreciation for: the ideas, values, perspectives and contributions of a culturally diverse community
- Providing courses stressing national and global diversity.

Additionally, the proposed program will contribute to the institutional priorities of internationalizing the curriculum, educating students to be citizens of a multicultural society through an informed understanding of national and global diversity and contributing in myriad ways to the social and economic development of their communities.

The proposed major has been approved by the College governance process, including the Board of Trustees. The required Letter of Intent was circulated on December 18, 2010. No responses were received.

NEED AND DEMAND

The Hispanic population in the U.S. grew from 35.6 million in 2000 to 44.3 million in 2006, with the percent change in Massachusetts during this period at 18% (U.S. Census Bureau, Population Estimates, July 1, 2000 to July 1, 2006). This trend is expected to continue, and currently Massachusetts is among 16 states with at least a half-million Hispanic residents (U.S. Census Bureau, 2007). Moreover, Westfield is located close to Spanish-speaking populations in the cities of Holyoke and Springfield. A need for Spanish speakers in business, human services and law enforcement is projected to increase in coming decades (<http://pewhispanic.org/states>; Spanish Spoken Here, *Hispanic*, 2008 21(6); Finding a Teaching Position: Strategies for Success, *Education Digest*, 2008, 73(7); http://www.msnbc.msn.com/id/35822392/ns/us_news-crime_and_courts/). A recent scan for available jobs in Massachusetts requiring or strongly desiring candidates with Spanish fluency indicated dozens of vacancies. The need for bilingual individuals across the state is predicted to grow in coming decades (2008, F. Jackson, National Foreign Language Center, & M. Malone, Center for Applied Linguistics, *Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework*, <http://www.cal.org/resources/languageframework.pdf>).

A majority of students entering Westfield State College as freshmen have studied Spanish in high school, and many are enthusiastic about continuing their study of the language in college, often with a view to combining it with a major in criminal justice, psychology, communication, social work, or other human services field. Student inquiries and increased enrollment in the Spanish minor over the past several years (2004-05 = 8, 2005-06 = 17; 2006-07 = 27; 2007-08 = 45; 2008 9 = 67; 2009-10 = 64) show evidence of demand for advanced study in Spanish which will be met with an approved major. A student survey Westfield conducted to ascertain interest in a Spanish major in December 2009 indicated that of 523 respondents, over 100 (19%+) said they would consider majoring in Spanish and almost 200 (38%) stated they would consider double majoring. Student interest in the major strongly suggests that it will be particularly attractive to students planning careers in law enforcement and social work. Westfield also expects to find a constituency for the major among students of nursing, and those who seek teaching licensure.

This program is designed to respond to student desire for a focus on language skills and knowledge of the contemporary Hispanic world, by stressing both at all levels of the curriculum. Student interest and demand for such programs has been documented in national literature on Hispanic Studies programs (Association of Departments of Foreign Languages, New York, NY, *ADFL Bulletin*, 39(2), 2008). Meeting this demand is a distinguishing feature of this program, in contrast to more traditional literature-based programs offered at a number of area institutions.

ADMISSION AND ENROLLMENT

First-year students entering the program will need to meet Westfield State's overall criteria for admission, which includes two years of high school foreign language study. Students whose language study in high school was a language other than Spanish will begin the major with Elementary Spanish I. Transfer students' backgrounds will be evaluated according to equivalencies of courses which students bring with them from a previous institution.

PROGRAM ENROLLMENT PROJECTION

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time	10	10	10	10
Continuing Full Time	15	25	35	45
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	25	35	45	55

CURRICULUM (Attachment A)

The proposed B.A. in Spanish will consist of 39 major credits out of the total 120 required for graduation, with the remaining credits to be taken in general education (core) and elective courses. Students may elect to take a second major in lieu of a full complement of elective courses. Of the 39 credits in the major, 12 will be required foundational courses, and the remaining 27 credits may be chosen from a list of courses dealing with aspects of the Hispanic world (including U.S. Latino populations) to encompass history, politics, literature, culture and artistic expression. Language skills will be emphasized at all levels of the curriculum in accordance with standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Additionally, students will be urged to take advantage of opportunities for study abroad, immersion programs and internships as appropriate to their individual goals and fields of interest.

Upon graduating from the proposed program, students will obtain the following learning outcomes:

I. Students will demonstrate an ability to identify major literary figures, works, and movements of Spain and Latin America, an ability to identify features of contemporary culture, and knowledge of geography, history, and the fine arts in Spain and Latin America by satisfying the requirements of the 300-level LSPA, LLIT, and LCUL-designated courses which require reading, speaking and writing in detail about these topics.

II. Students will be able to demonstrate reading and speaking competence in the following ways.

- read with almost complete comprehension expository prose on unfamiliar subjects and a variety of texts.
- speak by conversing in a clearly participatory fashion; and initiating, sustaining, and bringing to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.
- listen by understanding connected discourse on a variety of topics in more complex cultural, social and historical contexts.

- write for at least 15 pages with significant precision about abstract concepts and ideas relating to research interests in at least one special field of competence.
- compare and contrast objectively and at length histories and cultures of target language and their own cultures, supporting with evidence their arguments and conclusions.

III. Students will achieve “Advanced” level proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL) guidelines in the above-mentioned skills.

RESOURCES AND BUDGET (Attachment B)

Faculty and Administration

The Department of World Language Studies currently has three full-time Spanish professors and two part-time professors who teach classes in the elementary and intermediate language sequence. No additional faculty or administrators will be necessary for the proposed program.

Library and Physical Resources

A dedicated language laboratory was opened in January 2010 and is now in active use by students and faculty. Additionally, Westfield State has purchased and is using, as of spring 2010, a language laboratory software package titled “SANAKO Study 1200.” This modular-based language teaching software allows the integration of technology and resources, e.g., internal IT resources, internet.

Current library and information technologies will support the curriculum. Library resources include an annual allocation for books and journals requested by the faculty as well as access to numerous online databases. Online resources and technologies form an integral part of many classes, and are supported by the Center for Instructional Technology at Westfield.

Budget (Attachment B)

The budget demonstrates the fiscal feasibility of the proposed program based upon the projected student enrollment. The budget assumes an annual salary/fringe expenditure increase of 4 percent.

PROGRAM GOALS

Goal	Measurable Objective	Strategy for Achievement	Timetable
Graduate a class of 20 majors	20 majors will complete Spanish and College requirements and graduate in spring 2014	Intensive advising and targeted publicity	May 2014

Use of Spanish following graduation in an applied setting	30% of graduates will indicate the use of Spanish in employment and/or volunteer environments	Alumni survey	Annually tracked, with goal achieved in May 2015
Full-time Spanish faculty become ACTFL certified	Oral Proficiency Interview certification held by full-time faculty	Attend ACTFL workshop and appropriate funds for certification	June 30, 2014
Seek DESE licensure for the teaching of Spanish	Department of Elementary and Secondary education approval of licensure in Spanish	Work closely with Dean of Education on curricular enhancements and needs to support licensure requirements	June 2012

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The Bachelor of Arts in Spanish was externally reviewed by Dr. César Valverde, Assoc. Professor, Hispanic Studies, Illinois Wesleyan University; and Dr. Amy Oliver, Assoc. Professor of Spanish and Latin Studies, American University. The reviewers commended the proposal for going beyond traditional language-and-literature majors to embrace areas such as cultural studies and popular culture, while stressing language acquisition at all levels, and for hiring a third full-time Spanish faculty member; the creation of the new language lab is also cited by each as evidence of this commitment and an important factor in fostering students' success. The success of the minor and its recent growth were also cited as evidence of the existing demand for this major.

The visiting committee made minor curriculum suggestions to which Westfield State College responded fully.

STAFF ANALYSIS AND RECOMMENDATION

Board staff thoroughly reviewed all documentation submitted by Westfield State College and external reviewers. Staff recommendation is for approval of the Bachelor of Arts in Spanish.

Upon graduating the first class for this program, WSC shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources and program effectiveness.

ATTACHMENT A: CURRICULUM OUTLINE

Undergraduate Program Curriculum Outline Bachelor of Arts in Spanish

Required Core Courses in the Major (Total # courses required = 4)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
LSPA 0103	Spanish III	3
LSPA 0104	Spanish IV	3
LSPA 0201	Reading Spanish Texts	3
LSPA 0215	Speaking and Writing Spanish: Intermediate Level	3
	Subtotal Required Credits	12
Major Elective Courses (Total # courses required = 8-9) (attach list of choices if needed)		
LSPA 0200	Spanish Conversation	3
LSPA 0203	Spanish Cultural Studies	3
LSPA 0204	Latin American Cultural Studies	3
LSPA 0205	Spanish Composition	3
LSPA 0206	Advanced Oral Spanish	3
LSPA 0220	Spanish Language Press	3
LSPA 0210	Topics in Hispanic Studies	3
LSPA 0300	Spanish Literature I	3
LSPA 0301	Spanish Literature II	3
LSPA 0306	Contemporary Spanish Literature	3
LSPA 0307	Latin American Literature I	3
LSPA 0308	Latin American Literature II	3
LSPA 0309	Contemporary Latin American Literature	3
LSPA 0315	Speaking and Writing in Spanish: Advanced Level	3
LSPA 0325	Popular Culture in the Spanish Speaking World	3
LSPA 0340	Selected Topics in Spanish	3
LSPA 0399	Independent Study	3
	Subtotal Elective Credits	24-27
Interdisciplinary Elective Courses (Total # courses required = 0-1)		
EGST 0210	U.S. Latino/a Literatures	3
LANG 0210	Language, Culture and Society	3
LCUL 0201	Women in the Hispanic World	3
LCUL 0210	Hispanic Cultures in the United States	3
LCUL 0220	Envisioning the Americas	3
LLIT 0202	Women Writers of the Americas	3
LLIT 0310	Seminar in Hispanic Studies	3
	Subtotal Required Credits	0-3

Distribution of General Education Requirements		# of Gen Ed Credits
Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		
Arts and Humanities, including Literature and Foreign Languages		15-18**
Mathematics and the Natural and Physical Sciences		13
Social Sciences		12
Diversity		3-6**
Subtotal General Education Credits		43-49**
Curriculum Summary		
Total number of courses required for the degree	Approximately 40	
Total credit hours required for degree	120	
Prerequisite, Concentration or Other Requirements:		
Depending on student elections within the major, up to 6 credits may cross-list and therefore fulfill areas of the General Education requirements.		

ATTACHMENT B: BUDGET

B.A. in Spanish

Startup Costs	Cost Categories	Annual Expenses			
		Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	Full Time Faculty* (Salary & Fringe)	\$40,698	\$57,717	\$92,040	\$120,693
	Part Time/Adjunct Faculty/Staff (Salary & Fringe)	\$6,800	\$6,800	\$10,200	\$10,200
	Instructional Materials, Library Acquisitions	\$5,000	\$2,000	\$3,000	\$3,000
	New computers for new faculty and staff	\$0	\$1,500	\$1,500	\$1,500
	Marketing	\$2,000	\$500	\$500	\$500
	Other (Specify) Departmental events, Field trips	\$2,000	\$2,500	\$3,000	\$3,000
	Equipment, Supplies	\$9,000	\$9,000	\$9,000	\$9,000
	TOTALS	\$65,498	\$80,017	\$119,240	\$147,893

*Adjusted for load solely devoted to Spanish major enrollments.

One Time/Startup Support	Revenue Sources	Annual Income			
		2010-11	2011-12	2012-13	2013-14
None	Grants				
	Tuition to Commonwealth* [Not included in total]	\$8,488	\$11,883	\$15,278	\$18,673
	Fees*	\$52,903	\$74,064	\$95,225	\$116,386
	DGCE – College % return from 2 courses per year 2010-12; 3 courses per year 2012-14	\$12,800	\$12,800	\$19,200	\$19,200
	TOTALS	\$65,703	\$86,864	\$114,425	\$135,586

*Tuition and fees are adjusted for percentage devoted to Spanish requirements

FISCAL FEASIBILITY

Year	2010-2011	2011-2012	2012-2013	2013-2014
Program Carryover		205	7,052	2,237
Revenue	65,703	86,864	114,425	135,586
Expenses	65,498	80,017	119,240	147,893
Program-to-Date	205	7,052	2,237	-10,070