

**New Program Proposal
Doctor of Philosophy in
Spanish
USC Columbia**

Summary

USC Columbia requests approval to offer a program leading to the Doctor of Philosophy degree in Spanish to be implemented in Fall 2010. The program will be offered on the main campus of USC-Columbia.

The program planning summary was submitted to the Commission on Higher Education on May 1, 2009. The planning summary was reviewed by the Advisory Committee on Academic Programs (ACAP) on October 8, 2009, and was unanimously approved without substantive comment. The proposed degree program was approved by the USC Board of Trustees on October 16, 2009. The full proposal was submitted to the Commission on Higher Education on February 11, 2010 and reviewed and voted upon favorably without substantive comment by the Committee on Academic Affairs and Licensing (CAAL) on April 1, 2010.

The proposed degree program addresses a critical shortage of professors of Spanish at institutions of higher education in South Carolina. The institution affirms that the proposed program is strongly supported by the South Carolina Technical College System, The Citadel, and Winthrop University. The institution notes that apart from USC, Winthrop University is the only other institution in the state which grants a Master's degree in Spanish.

The ability to use Spanish effectively has become increasingly important to the ability of many individuals to be successful in a wide variety of positions of employment and to advance their careers. According to the U.S. Department of Labor's 2008-2009 *Occupational Outlook Handbook*, Hispanics are projected to be the fastest growing segment of the American workforce (16.4%) by 2016, and the U.S. Census Bureau projects that Hispanic growth in the Southeast will follow national trends. South Carolina was among four southeastern states with the highest rates of growth in Hispanic populations between 1990 and 2004 at 327%. Additionally, the need for qualified Spanish faculty nationally is increasing, and in South Carolina there is no existing doctoral program in Spanish available at any institution to prepare the increasing number of Spanish educators needed at the primary, secondary and postsecondary levels. Recent data provided by the Modern Language Association show that open faculty positions in Spanish make up the largest category of advertised language and literature positions. The institution notes that in both two- and four-year institutions in the state, the need for qualified Spanish faculty is consistent with national trends and that there is a pressing need to prepare more undergraduates to teach Spanish in South Carolina's K-12 system. Moreover, the institution cites that since 2004 enrollment in Spanish courses at USC has grown by 21%, the number of undergraduates who are majoring in Spanish has increased by 18%, and the number of undergraduates who pursue a minor in Spanish has more than doubled. Spanish is the single largest minor at USC.

The program proposal states that the ability to offer a doctoral program in Spanish will help to enhance the state's visibility nationally, will support USC's strategic plan to meet Carnegie Foundation expectations for top-tier Ph.D. granting research institutions, and will enhance the educational, cultural and business profile of the state. Importantly, the program will serve as a consulting resource in areas related to the state's growing population of Spanish speakers (economy, education, social and health care services, urban planning, and the arts, among others).

Establishing a Ph.D. program in Spanish was strongly recommended by a panel of outside evaluators who were commissioned by the institution. Evaluators from the University of Wisconsin-Madison, New York University, and Virginia Polytechnic Institution and State University as well as the Director of the School of World Languages and Cultures at the University of Cincinnati all commended favorably the establishment of such a program and concurred with the need for such a program, both in the state and at USC-Columbia as the state's flagship research institution. Furthermore, according to the Director of the School of World Languages and Cultures at the University of Cincinnati, "the plan for the Ph.D. in Spanish proposed by the faculty of the University of South Carolina is academically sound, conforming in all aspects to the most successful doctoral programs with which I am familiar. In its broad outlines, it is comparable to the Spanish doctoral level program at the University of Cincinnati and with Spanish Ph.D. programs at other research level one universities."

The proposed program for the Ph.D. in Spanish will be a unique offering in South Carolina, as no other doctoral-level program in Spanish exists today at either a public or an independent institution. Because of its uniqueness, this program, if approved, will not constitute unnecessary duplication. A search of the Academic Common Market database for doctoral programs in Spanish revealed that there are no such programs available at any participating institution in any member state.

This program is a common doctoral offering in major research institutions in the southern region. There are Ph.D. programs in Spanish at the University of North Carolina; University of Georgia (Ph.D. in Romance Languages with an area of emphasis in Hispanic Studies); Florida State University (Ph.D. in Iberian and Latin American Literatures and Cultures or Language and Linguistics); and the University of Virginia.

The institution anticipates there will be five new students (5.3 FTE) in the program's first year, increasing to eight students (8.7 FTE) in the second year, increasing to 11 students (11.8 FTE) in the third year, increasing to 14 students (15.2 FTE) in the fourth year, and further increasing to 17 students (18.3 FTE) by the fifth year of the program. If enrollment and program completion projections are met, the proposed program will meet the Commission's program productivity standards for enrollment and degrees awarded.

Students seeking admission to the Ph.D. program are normally required to hold an M.A. degree in Spanish or a related field. A total of 30 hours of coursework from the Master's program may be approved toward the doctoral program. In rare instances, students who complete a B.A. degree in Spanish or a related field may be admitted directly into the Ph.D. program. Students who have a degree in a related field may be required to take an examination to demonstrate proficiency in verbal, writing and reading skills in Spanish. The institution notes that exceptions may be granted when the applicant's mother tongue is Spanish. Students who seek admission to the program are subject to all the admissions requirements of the university's Graduate School.

As is typical of other doctoral programs and in accordance with the requirements of the institution's graduate school, candidates already holding a related Master's degree are required to take 36 graduate-level credit hours, including 24 credit hours of approved coursework and 12 credit hours of dissertation preparation. Candidates must demonstrate a reading knowledge of one other foreign language and must pass a comprehensive examination in three equal parts (Spanish, Latin American cultures and literatures, and Trans-Atlantic studies). The comprehensive examination consists of three written exams and a one-hour oral examination. In rare instances, students may enter the doctoral program directly after completion of the B.A.

degree program. Such students must complete 66 graduate-level credit hours, including 54 credit hours of approved coursework and 12 credit hours of dissertation preparation. All students must write a dissertation.

Given the importance of this program to the formation of faculty members who are prepared to teach at the college level, all students are required to complete a course entitled The Teaching of Foreign Languages in College. Four new courses will be added to offerings in the proposed program: Special Topics in Trans-Atlantic Studies; Special Topics in Peninsular Literatures and Cultures; Special Topics in Latin American Literatures and Cultures; and Dissertation Preparation. Additionally, required courses include ones which focus on the acquisition of advanced competencies in writing Spanish as well as in research methodologies and strategies; courses in Spanish linguistics which students take early in the program; courses which focus on the acquisition of advanced knowledge in Spanish and Spanish-American literature, civilization and cultures; and courses which provide opportunities for the development of advanced-level oral, reading, and listening competencies.

The proposed program's assessment plan has six components designed to assess various aspects of student learning. Each component outlines the specific curriculum components as well as learning outcomes, criteria, and methods. Learning outcomes include requirements that students demonstrate advanced level competence in written Spanish; demonstrate advanced level competence in oral Spanish; demonstrate advanced knowledge of the phonology, morphology, and syntax of modern Spanish; demonstrate the ability to evaluate published scholarship in their area of study; demonstrate broad knowledge of Spanish and Spanish-American literature, civilization, and cultures; produce original scholarly research in an area of Spanish studies; demonstrate competence in teaching Spanish language; demonstrate a reading knowledge in an additional foreign language; and demonstrate readiness for careers in college or university teaching in Spanish or positions of leadership in K-12 Spanish language education. Data about student learning will be collected and aggregated by the director of the proposed program and will be reviewed on an annual basis by the graduate committee to determine if programmatic changes are needed. Similarly, data to track job placement will be collected, aggregated, and reviewed as well.

Faculty for the proposed program will be drawn from existing faculty members who are currently teaching in the institution's program leading to the M.A. degree in Spanish. Currently, ten faculty members (2.5 FTE) are on staff. All faculty members hold the terminal degree. No major changes in assignments are anticipated for administrative appointments. The institution notes that the expansion of graduate offerings to include the proposed program will be achieved within the current departmental structure and without substantial modification to administrative appointments as the current Spanish program director will be the director of the doctoral program. No new faculty are being hired. Institutional staff has indicated that the program administrator will be teaching courses at .25 FTE.

The proposal states that no new space or facilities are needed for the proposed program. The proposal also notes that existing instructional equipment will be sufficient for the proposed program.

According to the proposal, in Spring 2007 the Department of Languages, Literatures, and Cultures requested that the Thomas Cooper Library undertake a formal assessment to ensure the adequacy of library holdings and resources. The assessment examined existing library collections as well as identified needs and revealed that the existing book collection would provide substantial support for the proposed areas of study, research, and instruction. The assessment also demonstrated robust collection support in the area of relevant academic

periodicals. Additionally, the library has online access to a number of journal titles as well as bibliographical resources and online journal packages. The assessment notes that there are special collections and rare books that will be available to scholars engaged in the types of intensive research conducted at the doctoral level. The assessor did note that a small additional investment (\$1,800) in library materials would be needed to keep the holdings current.

There is no specialized accreditation for the proposed program. Licensure is not required for employment.

The proposal states that all resources needed are currently in place and that no additional state revenues are being requested for the proposed program. Students who enter the proposed program with the M.A. degree in Spanish will be trained and will teach as supervised graduate assistants in the first-year undergraduate language sequence as part of their training to become faculty. By doing so, the department will be able to provide additional sections of first-year Spanish. Accordingly, increases in undergraduate tuition revenue will offset the cost of graduate assistantships.

New costs and financing identified by the institution for the proposed program are shown on the next page.

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	0	0	0	0	0	0
Faculty Salaries	0	0	0	0	0	0
Graduate Assistants	40,000	60,000	80,000	100,000	120,000	400,000
Clerical/Support Personnel	0	0	0	0	0	0
Supplies and Materials	1,500	1,500	1,500	1,500	1,500	7,500
Library Resources	800	800	800	800	800	4,000
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)						
TOTALS	42,300	62,300	82,300	102,300	122,300	411,500
SOURCES OF FINANCING BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Estimated FTE Revenue Generated from the State						
Tuition Funding (new students only)	46,464	75,504	103,092	132,132	159,720	516,912
Other State Funding (Legislative Approp.)						
Reallocation of Existing Funds	Additional financial data will be supplied per CAAL request.					
Federal Funding						
Other Funding (Endowment, Auxiliary etc.)						
TOTALS	46,464	75,504	103,092	132,132	159,720	516,912

These data show that if the institution meets the projected student enrollments and contains costs as they are shown in the proposal, the proposed program will be able to cover costs in the first year and thereafter.

In summary, USC-Columbia proposes to offer a program of study leading to the Ph.D. degree with a major in Spanish. The proposed program will be a unique offering in the state as the only Doctor of Philosophy in Spanish available in South Carolina and will help to stem the critical shortage of professors of Spanish. The program is in keeping with the mission and goals of the University of South Carolina system and with its Carnegie standing as an institution with very high research activity. The program will also help to enhance the educational, cultural and business profile of the state and will enhance the state's ability to attract companies that do business with South and Central America, the Caribbean, and Europe.

CHE
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Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission the program leading to the Doctor of Philosophy degree in Spanish at the University of South Carolina Columbia, to be implemented in Fall, 2010, provided that no “unique cost” or other special state funding be required or requested.