

## NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Aiken

Name of Program (include degree designation and all concentrations, options, or tracks):  
Bachelor of Arts Degree in Spanish: Concentration in Translation and Interpretation, or  
Concentration in Language, Literatures, and Cultures

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☒ Yes  
☐ No

Proposed Date of Implementation: Fall 2021

CIP Code: 16.0905

Delivery Site(s):

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education<br><input checked="" type="checkbox"/> 100% online<br><input checked="" type="checkbox"/> Blended/hybrid (50% or more online)<br><input checked="" type="checkbox"/> Blended/hybrid (25-49% online)<br><input type="checkbox"/> Other distance education (explain if selected) |
|---|---|

Program Contact Information (Dr. Andrew Geyer, Professor of English and Chair of the Department of Languages, Literatures, and Cultures, (803)641-3293, AGeyer@usca.edu):

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

**Department of Languages, Literatures, and Cultures: August 2019**

**Dean, College Council Oct. 23, 2020**

**Provost: 10/23/20**

**Faculty Assembly: 12/7/2020**

**USC Aiken Chancellor: 1/7/2021**

**BOT: 2/19/2021**

**ACAP:**

**CAAL:**

**CHE:**

### **Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The University of South Carolina Aiken is proposing the establishment of a new Bachelor of Arts Degree in Spanish. The BA would feature a concentration in Spanish Translation and Interpretation, or in Spanish Language, Literatures, and Cultures. This degree would begin in the fall of 2021 and would be offered by the USC Aiken Department of Languages, Literatures, and Cultures. This program meets the published mission of USC Aiken by:

- 1) Offering undergraduate and graduate degrees in the arts, humanities, social sciences, natural sciences, and professional disciplines. All programs of study are grounded in a strong liberal arts and sciences curriculum.

And

- 2) Attracting students from South Carolina, the United States, and the world to form a diverse community of individuals engaged in educational experiences and service necessary for the pursuit of meaningful work in an enlightened, inclusive, and economically vibrant society.

Closely linked with the above are the following four objectives common to all those who graduate with a BA in Spanish (regardless of which concentration they choose to pursue). Upon completion of the Spanish major, our students will be able to:

1. Communicate at the advanced level in Spanish in the four basic communicative skills according to the ACTFL Proficiency Guidelines.
2. Interact appropriately and effectively within diverse social and cultural contexts in the Spanish-speaking world. Formulate complex questions about the target cultures and articulate answers to these questions that reflect multiple cultural perspectives.
3. Contextualize and cogently explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the Spanish-speaking world.
4. Critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

Spanish is the language of some of the most influential cultures of the Old and New World and is the second most commonly spoken language in the United States, with more than 35 million of the country's population speaking it in their everyday lives. The United States of America is the country with the third-largest Spanish-speaking population in the world. The study of the Spanish language, literature, culture, and history is an essential component of a liberal arts university education. Students who major in Spanish (whether they choose the concentration in

Translation and Interpretation, or in Language, Literatures, and Cultures) will acquire the necessary skills to analyze current global situations as they affect the Spanish-speaking world and will be better prepared to respond to proficiency-based linguistic and cultural needs of the CSRA. The amalgamation of a liberal arts background with language proficiency skills and intense practical experience will aid students in integrating knowledge with universal perspectives and will therefore better prepare them as they enter the job market upon graduation. At USC Aiken we are currently experiencing an increasing student interest and need to pursue the study of Spanish beyond the current 18-hour minor. Reflecting national trends, the main reason for this increase is the growing marketability of, and demand for, bilingual employees in health care, business, education, government, the travel industry, import/export businesses, managerial positions, and service industries such as tourism, entertainment, and food and beverage. As globalization shrinks our world, students who study a second language will have a variety of unprecedented employment opportunities in the global marketplace and in the USA; students who are proficient in Spanish and are familiar with the Spanish-speaking societies and cultures of the world will have expanding career opportunities. Completing a degree in Spanish (whether concentrating in Translation and Interpretation, or Language, Literatures, and Cultures), with a thorough familiarization with the Spanish Language as well as with the literatures and cultures of the Spanish-speaking world, will therefore expand our graduates' opportunities for employment and will facilitate acceptance of these students in graduate and/or professional schools. The proposed major will also allow flexibility in choices of courses so that students can shape their degree program around their specific career/academic interests.

We strongly believe that the above-mentioned focus on Hispanic culture will help us to quickly grow the new Spanish major. To that end, we plan on reaching out to the Hispanic population of South Carolina in a way will allow heritage Spanish speakers to draw on their untapped potential, allowing them to build on their specialized language skills in ways that will help them get good-paying jobs.

\*\*\*\* Based on 2019 data from the U.S. Census Bureau, the Hispanic/Latino and Spanish speaking population of our region of South Carolina is sizable:

COUNTY	HISPANIC/LATINO	1ST LANG SPANISH
AIKEN, SC	6,322	4,291
EDGEFIELD, SC	1,616	592
SALUDA, SC	3,147	975
LEXINGTON, SC	17,925	6,573
RICHLAND, SC	30,429	26,738
COLUMBIA, GA	10,700	4,823
RICHMOND, GA	10,294	5,248
FULTON, GA	76,773	53,325

The above listed counties in South Carolina represent regional student draw to USC Aiken. Columbia and Richmond counties in Georgia also have proven to be successful sources of incoming students to the university, and Fulton County (Atlanta area) is also listed as USC Aiken currently maintains a recruiting presence in that region. Additionally, the Aiken County Public School District has embarked on an Immersive Foreign Language program which begins at the elementary school level. The school district currently serves 2,148 native language speakers

through ESOL programs, with 1,921 who speak Spanish as their primary language (2020-21 data).

Our outreach efforts will include reaching out to CSRA-area schools and also adding a Spanish-language webpage to our departmental presence on the USCA website. Additionally, for many years, USC Aiken has offered a faculty-led Study Abroad Program in Spanish during the Maymester term. The program sends between twelve and sixteen students a year to study Spanish language, literature, and culture in an immersive environment in Valladolid, Spain. Students earn four hours of transfer credit for Spanish 102, Spanish 210, Spanish 316, and Spanish 317 at the prestigious Universitas Castellae in Valladolid for two weeks (40 hours) of classes. They also live with a Spanish family, with three home-cooked meals per day provided. In the evenings they enjoy a variety of cultural activities within the city of Valladolid and surrounding areas, and on Saturdays take day-excursions to the historic cities of the region, such as Salamanca and Segovia. Adding the Spanish major will allow us to expand this program to more students, and allow those students to stay for longer periods, making additional courses possible. We plan a strong recruitment drive for the new major among this student population, and also plan to use the Study Abroad Program as an enticement to bring new students from the CSRA to study Spanish at USC Aiken.

We are particularly excited about our plan to give students the option of two concentrations: one in Spanish Translation and Interpretation, and one in Spanish Language, Literatures, and Cultures. This choice, combined with our goal to move quickly toward online delivery first of a minor and then the major, will make our new BA in Spanish particularly attractive to both traditional and non-traditional students. The first step in this process is the development of a Minor in Spanish Translation and Interpretation with a major service-learning component to help those studying the Spanish language at USCA to immediately transition into the workforce, where there is strong—and growing—demand for workers with Spanish language fluency (see the Employment Opportunities chart below). We will move aggressively toward taking this minor online and making it available to students in the Palmetto College. We are confident that the combination of a Major in Business Administration, coupled with a Minor in Spanish Translation and Interpretation, will make our graduates very attractive indeed to prospective employers in need of personnel with the ability to write, read, and speak the Spanish language. Additionally, since the courses in our Minor in Spanish Translation and Interpretation and the coursework in the concentration in Spanish Translation and Interpretation for our new BA are essentially identical, the new minor will be a major steppingstone to reaching our goal of a fully online BA in Spanish at USCA.

Although we are most excited about the new online Minor in Spanish Translation and Interpretation, we plan to use both of the Spanish minors as fertile recruiting grounds for the BA degree. In response to student demand, we have just finished revamping our Minor in Spanish Language, Literatures, and Cultures to better serve the needs of students at USCA. While there was great student interest in the old minor, with at least a half-dozen students per year declaring for the program (see the Spanish Minor table on page 8), its labyrinthine structure made the degree almost impossible to complete within the framework of the courses we were actually able to offer; so most students simply dropped out of the program. Our newly simplified minor will be much easier to complete, a fact about which we are already spreading the word.

The Bachelor of Arts Degree in Spanish at USC Aiken not only seeks to respond to national trends, but will also offer the students a challenging experience and will add to the number of majors at USC Aiken, thus enhancing our *corpus* of majors in the Liberal Arts. The requirements for the BA in Spanish (whether concentrated in Translation and Interpretation or Language, Literatures, and Cultures) will encompass proficiency in the Spanish language and will cultivate an appreciation for, and a knowledge of, the rich and varied literary and cultural manifestations of Hispanic civilization throughout the world, while ensuring close contact with other disciplines. And because of the way our concentrations are laid out, students will be able to complete both the Spanish major and a minor without going over the 120-hour minimum for a Bachelor's Degree in South Carolina (as demonstrated in the Curriculum by Year tables below, where the sample student completes a BA in Spanish with a concentration in Translation and Interpretation and a Minor in Professional Writing while remaining below the 120-credit threshold).

In addition to all of the above, the goals of the proposed Bachelor of Arts degree in Spanish Language, Literatures, and Cultures will also be consistent with the *National Standards* for foreign language education,<sup>1</sup> which serves as the organizing mechanism for the South Carolina Academic Foreign Language Curriculum Standards. The proposed Bachelor of Arts degree in Spanish Language, Literatures, and Cultures at USC Aiken will utilize proficiency-based pedagogy and will emphasize students' skills in the four areas of second-language acquisition set forth in the National and State Standards.

### Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding. N/A

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Interpreters and Translators	710	+14% 2016-2026	80,300	+18% 2016-2026	O*Net
Foreign Language and Literature Teachers, Postsecondary	380	+14% 2016-2026	39,100	+12% 2016-2026	O*Net
Healthcare Social Workers	2,660		168,190		Bureau of Labor Statistics

<sup>1</sup> The *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century*, a document known as the *National Standards* was created in 1973 by a coalition of four major language organizations to develop standards for foreign language education, grades K-12; it represents an unprecedented consensus among educators, business leaders, government and the community on the definition and role of foreign language education in American education.

Social and Human Service Assistants	6,170		392,300		Bureau of Labor Statistics
Paralegals and Legal Assistants	6,060		309,940		Bureau of Labor Statistics
Medical Transcriptionists	650		53,730		Bureau of Labor Statistics

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

While many students will enter the program specifically hoping to find jobs as interpreters/translators, a multitude of opportunities exist for people with excellent Spanish language skills. Education, Marketing, Social Services, Advertising, and Healthcare industries all hire people who are fluent in Spanish. BA in Spanish graduates could also find employment opportunities in the Travel, Legal, and TV and Radio industries. During the pandemic, there has been a documented need for bilingual medical personnel to assist the Spanish speaking population with acquiring Covid-19 vaccines.

### South Carolina Job Opportunities (data source: [jobs.scworks.org](https://jobs.scworks.org))

Occupation	Job Openings	Mean (Average) Wage
Business and Financial Operations Occupations	2,758	\$53,869
Community and Social Services Occupations	816	\$42,424
Education, Training, and Library Occupations	2,747	\$44,687
Healthcare Support Occupations	2,096	\$30,446
Legal Occupations	183	\$49,214

As mentioned on pg 3-4, the Hispanic/Latino population in South Carolina is rising as well as neighboring counties in Georgia. Opportunities exist for Spanish speaking/translating employees in a variety of industry and business settings, including the medical field, human services, and education.

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2021-22	10	10	5
2022-23	15	15	5
2023-24	20	20	10
2024-25	25	25	10
2025-26	30	30	15

Explain how the enrollment projections were calculated.

As stated above, for each of the past three years, at least a half-dozen USC Aiken students have minored in Spanish (including 8 for the current semester):

	AY 2017-18	AY 2018-19	AY 2019-20	Fall 2020
<b>Number of Spanish Minors</b>	6	9	7	8

With the advent of our new major, a conservative estimate of those who will pursue this new degree option is estimated to reach 30 within five years. As described in the Assessment of Needs section, reflecting national trends, there is a growing marketability of, and demand for, bilingual employees in a variety of industries.

There is no concern that enrollment projections would harm productivity for the new program, or negatively affect other programs; current faculty resources will meet the enrollment projections.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐ Yes

☒ No

### Curriculum

#### New Courses

List and provide course descriptions for new courses: None.

Total Credit Hours Required: 120<sup>1</sup>

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
SPAN A101	4	SPAN A102	4		
UNIV A101	1	ENGL A102	3		
ENGL A101	3	MATH A103	3		
MATH A102	3	GEOG A101	3		
SOCY A101	3	HIST A101	3		
Total Semester Hours	14	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
SPAN A210	4	SPAN A316	3		
HIST A361	3	ENGL A450	3		
COMM A201	3	GEOL A103	4		
ENGL A245	3	BIOL A106	4		
POLI A201	3				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	



Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
SPAN A317	3	SPAN A312	3		
SPAN A385	3	SPAN A313	3		
HIST A362	3	SPAN A386	3		
COMM A345	3	ENGL A345	3		
ENGL A462	3	ENGL A468	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
SPAN A314	3	SPAN A340	3		
SPAN A319	3	SPAN A397	3		
SPAN A320	3	SPAN A497	3		
COMM A376	3	SOCY A355	3		
ENGL A201	3	HIST A423	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

<sup>1</sup>Along with the new Bachelor of Arts Degree in Spanish Language, Literatures, and Cultures, we are developing a new Minor in Spanish Translation and Interpretation that all Spanish majors will be strongly encouraged to complete. We believe that this combination of major and minor will make our graduates very marketable when it comes time for them to look for jobs. In order to show that there is plenty of room in the new major for such a minor (without forcing students to take more than the minimum 120 hours needed to graduate from USCA), I gave the above sample Spanish major a Minor in Professional Writing.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.A. Spanish	120	USC Columbia	BA in Spanish features a mix of Spanish language acquisition, Hispanic literature studies, and cultural studies. Also offers a study abroad experience.	Requires an Introduction to Reading Hispanic Literary Texts course plus one literature course, rather than two survey of literature courses (1 Latin American and 1 Peninsular); Offers an "Intensive Major" for students who begin major requirements with 21 hours (as opposed to 18) and requires a Senior Seminar and the "Attainment of an advanced rating on an oral proficiency interview conducted by a departmentally approved tester" instead of 9 hours of electives.
B.A. Spanish	120	USC Upstate	BA in Spanish features a mix of Spanish language acquisition, Hispanic literature studies, and cultural studies. Also offers a study abroad experience.	Much more focus on Spanish language acquisition than on literature and culture courses; no real delineation between Peninsular and Latin American literature and culture courses. Offers service learning opportunities.
B.A. Spanish	120	Lander University	BA in Spanish degree has a significant Spanish language acquisition component and offers a study abroad experience.	No required literature component at Lander; no real separation of Peninsular and Latin American culture courses; only 12 hours required at the 300+ level (as opposed to 21 hours at USCA); a Capstone course is required; they offer a for-credit internship as a part of their study abroad.

B.A. Spanish	128	Anderson University	BA in Spanish features a mix of Spanish language acquisition, Hispanic literature studies, and cultural studies.	Private religious-affiliated institution. No integrated Study Abroad experience; requires 12 hours in another language, in addition Spanish; 8 more hours required for graduation.
B.A. Hispanic Studies	120	Coastal Carolina University	Hispanic Studies concentration features a mix of Spanish language acquisition, Hispanic literature studies, and cultural studies. Also offers a study abroad experience.	Their degree is in Language and Intercultural Studies, a BA degree that has two tracks: Hispanic Language Concentration and Multiple Language Concentration. A Capstone course is required. An Introduction to Language and Intercultural Studies course is required.
B.A. Modern Languages-Spanish Track	120	Francis Marion University	Spanish Track features a mix of Spanish language acquisition, Hispanic literature studies, and cultural studies. Also offers a study abroad experience.	Their degree is in Modern Languages, a BA degree that has two tracks: the Spanish Track and the French Track. Only 27 hours at the 200+ level are required.
B.A. Spanish	122	College of Charleston	BA in Spanish features a mix of Spanish language acquisition, Hispanic literature studies, and cultural studies. Also offers a study abroad experience.	Private institution. Much more rigidly prescribed course requirements for completion of the BA degree. A Capstone course and a proficiency exam are required for graduation.

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Assoc. Prof. FT	SPAN A210 Intermediate Spanish, Fall/Spring/Summer, 4 hrs; SPAN A316 Spanish Conversation & Composition, Fall/Spring/Summer, 3 hrs; SPAN A317 Advanced Spanish Conversation & Composition, Fall/Spring/Summer, 3 hrs; SPAN A340 Survey of Peninsular Literature, Fall/Spring/Summer, 3 hrs; SPAN 319 Spanish Peninsular Culture and Civilization, Fall/Spring/Summer, 3 hrs.	PhD, Hispanic Studies, Ohio State University	Currently serves as Coordinator of LLC, will transition into a new role as Chair once the Spanish major is approved; will advise all incoming majors; leads Study Abroad in Spain Program; studied and lived abroad in Spain and Latin America.
Asst. Prof. FT	SPAN A210 Intermediate Spanish, Fall/Spring, 4 hrs; SPAN A316 Spanish Conversation & Composition, Spring, 3 hrs; SPAN A317 Advanced Spanish Conversation & Composition, Fall/Spring, 3 hrs; SPAN A340 Survey of Peninsular Literature, Fall/Spring, 3 hrs; SPAN 319 Spanish Peninsular Culture and Civilization, Fall/Spring, 3 hrs.	PhD, Spanish, University of South Carolina Columbia	Heritage Speaker; lived in Argentina and travelled extensively through Latin America.
Asst. Prof. FT	SPAN A210 Intermediate Spanish, Fall/Spring, 4 hrs; SPAN A316 Spanish	PhD, Spanish, University of Wisconsin-Madison	Native Speaker; completed his B.A. in Spanish Language and Literature at the Universidad de Castilla-La Mancha, in Spain, where he is originally from.

	Conversation & Composition, Fall/Spring, 3 hrs; SPAN A317 Advanced Spanish Conversation & Composition, Fall/Spring, 3 hrs; SPAN A320 Survey of Latin American Literature, Fall/Spring, 3 hrs; SPAN 303 Latin American Culture and Civilization, Fall/Spring, 3 hrs.		
Instructor FT	SPAN A210 Intermediate Spanish, Fall/Spring, 4 hrs; SPAN A316 Spanish Conversation & Composition, Spring, 3 hrs; SPAN A317 Advanced Spanish Conversation & Composition, Fall/Spring, 3 hrs; SPAN A340 Survey of Peninsular Literature, Fall/Spring, 3 hrs; SPAN 319 Spanish Peninsular Culture and Civilization, Fall/Spring, 3 hrs.	PhD, Spanish, University of Wisconsin-Madison	Worked as an English Teaching Assistant for the Fulbright Commission of Spain in Madrid; led students on study abroad programs in Costa Rica.

Total FTE needed to support the proposed program:

Faculty: 4

Staff: .33

Administration: .20

### **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The existing faculty will be able to accommodate the needs of the new program. The current administrative assistant for the language program will remain and handle clerical needs. The current department chair and Dean will assist with the program as well. No new faculty/staff lines are being requested. The program will function with existing resources.

### **Resources**

### **Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Through the Gregg-Graniteville Library, the USCA BA in Spanish students will have access to: over 150,000 print volumes, over 4,600 media materials, 236 electronic databases (most with full text), over 110,000 e-journals, and approximately 382,000 e-books as well as more than 9,000 print government documents and electronic access to many additional titles. The library provides access to an adequate number of literary criticism databases for students in the proposed program. Additionally, 1,240 full-text literature and writing journal titles are available in databases.

Current library holdings are adequate for the new program, thus new library funds are not requested.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The new program will make use of existing student support services (tutoring, counseling, job placement). Student Support offers counseling for students in need of such services. The Office of Career Services currently coordinates with all academic units for the purpose of placing students in internships as well as assisting with job searches. No new support services needed.

### **Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No extraordinary physical facilities are needed. All physical spaces used already meet ADA standards. The program will be housed within the Department of Languages, Literatures, and Cultures, which currently resides in the Humanities and Social Sciences building on the USC Aiken campus. The H&SS building contains adequate classroom space for the new program. All classrooms recently received renovations that included new tables and chairs, and new digital smart classroom equipment. Other spaces on campus may also be used for overflow teaching as well as special events:

The Etherredge Center – a multi-purpose fine arts center where multi-cultural arts events take place

The Business And Education Building - a classroom facility with up to date smart tools in each room; used for overflow teaching.

The Gregg-Graniteville Library – the library for the entire campus which contains several spaces for special events such as student award ceremonies and public presentations by faculty and students.

Penland 106 – a large theatre-type classroom, used for the annual foreign film festival.

USC Aiken Downtown – USC Aiken's footprint and outreach in the downtown Aiken area, a multi-purpose facility used by all academic units for various events.

**Equipment**

Identify new instructional equipment needed for the proposed program.

The new program will make use of existing physical resources (classrooms, smart classrooms, Blackboard). No new instructional equipment is needed. Current classrooms expected to be used recently received upgrades of digital equipment (2018) as well new desks and chairs (2017).

**Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

## Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$103,980	\$103,980	\$155,970	\$155,970	\$207,960	\$207,960	\$259,950	\$259,950	\$311,940	\$311,940	\$1,039,800	\$1,039,800
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds		\$202,903		\$202,903		\$202,903		\$202,903		\$202,903		\$1,014,515
Federal, Grant, or Other Funding												
<b>Total</b>	\$103,980	\$306,883	\$155,970	<b>\$358,873</b>	\$207,960	\$410,863	\$259,950	\$462,853	\$311,940	\$514,843	\$1,039,800	\$2,054,315
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries		\$202,903		\$202,903		\$202,903		\$202,903		\$202,903		\$1,014,515
Facilities, Equipment, Supplies, and Materials		\$4,500		\$4,500		\$4,500		\$4,500		\$4,500		\$22,500
Library Resources												
Other (specify)												
<b>Total</b>		\$207,403		\$207,403		\$207,403		\$207,403		\$207,403		\$1,037,015
<b>Net Total</b> (Sources of	\$103,980	\$99,480	\$155,970	\$151,470	\$207,960	\$203,460	\$259,950	\$255,450	\$311,940	\$307,440	\$1,039,800	\$1,017,300



Financing Minus Estimated Costs)												
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**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program’s share of costs of existing resources used to support the program; and any other costs redirected to the program.

### Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

This new degree program can be offered with existing faculty and courses.

Reallocation of existing funds: Existing faculty salaries based on average of departmental salaries and fringe benefits for 4 FTE.

Supplies based on 50% of entire departmental supply budget.

Tuition funding is based on total students X \$5,199 (\$433.25/hr X 12 hrs.)

### Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Communicative Proficiency	Students will demonstrate the ability to communicate at an advanced level in Spanish in the four basic communicative skills according to the ACTFL Proficiency Guidelines.	In SPAN A210, student oral/aural interview with the instructor as part of the final exam; in SPAN A316 and SPAN A317, student artifacts sampled from final paper.
Intercultural Competence	Students will demonstrate the ability to interact appropriately and effectively within diverse social and cultural contexts in the Spanish-speaking world, formulate complex questions about the target cultures, and articulate answers to these questions that reflect multiple cultural perspectives.	Student artifacts sampled from final papers in SPAN A303 and SPAN A319.
Literary Context	Students will demonstrate the ability to contextualize and cogently explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the Spanish-speaking world.	Student artifacts sample from final papers in SPAN A320 and SPAN A340.
Literary Comprehension	Students will demonstrate the ability to critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.	Student artifacts sample from final papers in SPAN A320 and SPAN A340.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The department's assessment plan and results for program objectives and student learning outcomes are currently reviewed on a three-year rotation by USC Aiken's Academic Assessment Committee. This practice will continue. The unit head conducts a comprehensive review of the assessment data each academic year. Annual oversight of the

department's assessment results is carried out by the Dean of the College and by the university's Executive Vice Chancellor for Academic Affairs.

Watermark is the repository for assessment reports. Relevant data and reports for this new degree program will be uploaded to and available from Watermark. Continuous improvement to both courses and program will be pursued in response to assessment findings.

Employment of graduates will be tracked through the cooperative efforts of the department, Office of Career Services, and the Alumni Office.

Artifacts will be harvested from the following sections:

- SPAN A210 Intermediate Spanish
- SPAN A303 Latin American Culture and Civilization
- SPAN A316 Conversation and Composition
- SPAN A317 Advanced Spanish Conversation and Composition
- SPAN A319 Spanish Peninsular Culture and Civilization
- SPAN A320 Survey of Latin American Literature
- SPAN A340 Survey of Peninsular Literature

In addition, graduating seniors will be given a required exit survey by the Office of Institutional Effectiveness

# B.A. in Spanish Project Evaluation

(created 9/19/2019)

Goals of the Spanish major in Language, Literatures, and Cultures require students to demonstrate:

- communicative proficiency,
- facility with literary context,
- literary comprehension,
- intercultural competence.

	Excellent		Average		Weak	
COMMUNICATION	5	4	3	2	1	
Students will <u>communicate</u> at an advanced level in Spanish.	Grammar, language, and style choices effectively demonstrate an operative grasp of structure, diction, tone, and audience.		Grammar, language, and style choices adequately demonstrate an operative grasp of structure, diction, tone, and audience.		Grammar, language, and style choices fail to demonstrate an operative grasp of structure, diction, tone, and audience.	
CONTEXT	5	4	3	2	1	
Students will <u>contextualize</u> the significance of a representative selection of figures, texts, and/or tendencies in the literature and/or other forms of cultural production of the Spanish-speaking world.	Comprehensively and accurately identifies which elements of literature/culture contribute most to content and meaning.		Adequately identifies which elements of literature/culture contribute most to content and meaning.		Fails to identify which elements of literature/culture contribute most to content and meaning.	
COMPREHENSION	5	4	3	2	1	
Students will <u>critically analyze</u> a text/artifact, define a position, and substantiate it through research, integration of disparate areas of knowledge, and innovative thinking.	Fully reasons, expands, documents, and draws generalizations about principal themes and/or theses, and their significance to the text as a whole.		Adequately reasons, expands, documents, and draws generalizations about principles themes and/or theses, and their significance to the text as a whole.		Fails to reason, expand, and draw generalizations about principle themes and/or theses, and their significance to the text as a whole.	
CULTURE	5	4	3	2	1	
Students will <u>interact</u> appropriately within the diverse cultural contexts of the Spanish-speaking world and <u>demonstrate</u> an awareness of multiple cultural perspectives.	Effectively provides context for the appropriate aspect(s) of Peninsular/Latin American culture that applies to the text/artifact.		Adequately provides context for the appropriate aspect(s) of Peninsular/Latin American culture that applies to the text/artifact.		Fails to provide context for the appropriate aspect(s) of Peninsular/Latin American culture that applies to the text/artifact.	

Comments: \_\_\_\_\_

Average: \_\_\_\_\_

Evaluator's initials: \_\_\_\_\_

Our target for each SLO measure with regard to assessment is an average score of 3.0. An average score below 3.0 in any category will result in monitoring for that element in future assessment cycles. In the event that the average score remains below 3.0 for any category, a faculty meeting will be held and strategies for improving student performance in that area will be discussed. These strategies will be implemented in all classes that address the deficient area in any way. If the changes result in the target score being met, then monitoring will remain in place for a period of five assessment cycles. In the event that the target score is not met, further actions will be taken to address the issue including: workshops/training for faculty who teach courses that address the deficient area, and tutorial sessions for students who have difficulties with the skillset(s) related to the deficient area.

The program's graduates will be tracked by the Department Languages, Literatures, and Cultures via an email/surface mail database that will be kept on all LLC grads at USCA.

The Office of Institutional Effectiveness, Research, and Compliance tracks all USCA graduates and gathers data on their employment status. The Veteran and Military Student Success Center also tracks all veteran/military family members after graduation.

### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

While we are not at this time seeking teaching certification in Spanish, it is a possible future endeavor. Currently USC Aiken allows students to complete an "add-on" certification in Spanish through the School of Education. Students majoring in Secondary Education in another subject area may complete the Spanish minor which contains the 18 requisite hours needed for the add-on subject. However, the Dean, Dr. Judy Beck has expressed interest in working with the department to create a major in Secondary Education-Spanish in the near future. Students who major in Spanish and minor in Educational Studies can also pursue alternative certification to teach Spanish at the secondary level in both South Carolina and Georgia.

A licensure or certificate in Spanish is not currently offered; however, partnerships with Fort Gordon in Augusta could lead to this process. And there are a number of certifications that students can pursue after finishing their BA in Spanish at USCA. One of these is a translator/interpreter certification. The top translator certification in the United States is ATA (American Translators Association). However, one can also become certified through CTP (Certified Translation Professional). Another certificate program that would place fluent Spanish speakers in high demand for employment is becoming a certified paralegal. USC Columbia offers a 100% online Paralegal Studies Certificate program.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No