



UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM
MAJORS WITH EXISTING EMPHASES (SUB-PLANS)

Requests for the creation of a new emphasis requires approval from the school director/department head (managing administrator), college academic dean, Curricular Affairs, Undergraduate Council (UGC), and College Academic Administrators Council (CAAC). Complete this form (for each proposed emphasis) and submit to Martin Marquez (martinmarquez@email.arizona.edu), no later than January 31, 2020 to be considered for inclusion in the 2020-2021 Academic Catalog.

- I. Requested by (College & School/Department): College of Humanities / Dept. of Spanish & Portuguese
- II. Proposer's name, title, email and phone number: Profs. Carine Bourget (Interim Head) and Yadira Berigan (Director of UGRD studies) bourgetc@email.arizona.edu, berigans@email.arizona.edu, 520.626.3517
- III. Degree, major and number of students currently enrolled in the major (include dual majors): SPANBA; currently 323 Spanish majors
- IV. Total number of students that have completed the major in the past 3 years: 276
- V. Complete the table below capturing information about your existing major emphases. Add columns as needed.

Name of existing emphasis plan(s)	Hispanic Literature	Spanish & Portuguese	Hispanic Linguistics	Translation & Interpretation
First term emphasis was offered	Fall 2014	Fall 2014	Fall 2014	Fall 2014
Minimum units required to complete major core and emphasis (total)	36	36	36	36
Minimum upper division (300 level or above) units required to complete major core and emphasis (total)	36	36	36	36
Additional requirements to complete emphasis (supporting coursework*, lecture series, GPA, non-credit workshop)	GPA of at least 2.0	GPA of at least 2.0	GPA of at least 2.0	GPA of at least 2.0
Number of students enrolled in emphasis (6 majors undecided on subplan)	111	48	43	115
Total number of students that have completed emphasis in past 3 years	107	49	31	89

*- courses that do not count towards major units and major GPA, but are required for the major

- VI. Name of the proposed emphasis: General Spanish Studies

VII. Campus and location offering-indicate the campus(es) and location(s) where this emphasis will be offered.

☒ Main | ☐ UA | ☐ Phoenix | ☐ Distance (type in location(s) below):
 Online | Biomedical

VIII. Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. Write a short summary of the findings of the survey. Ensure your survey seeks evidence of how the new emphasis will impact existing emphases. You may also include external data (Bureau of Labor Statistics, reports/letters of support from relevant bodies, etc.). Curricular Affairs can provide a job posting/ demand report by skills obtained/outcomes of the proposed emphasis. Please contact Martin Marquez to request the report for your proposal.

This General Spanish Studies emphasis fulfills a need that a significant number of students have expressed informally to several faculty in the department over the years. The current emphases are highly specialized and are a great fit for students who know early on that they want to focus on one area of Spanish studies in particular. However, other students will be better served by a generalist emphasis that will give them a broader exposure to Spanish sub-fields.

Our department is an exception among our peers and aspiring peers by not having a Generalist emphasis in our program. In addition, this new emphasis will help our department recruit and retain students who will have more flexibility to tailor their coursework to their interests and career goals.

IX. At minimum, provide two unique learning outcomes for the proposed emphasis. Which courses in the emphasis will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed.

Learning Outcome	Introduced	Practiced	Assessed
elaborate complex sentences with varied structures and adequate vocabulary in most types of oral and written communication;	SPAN 325	SPAN 350 or SPAN 352	Choice of SPAN 400 level course
demonstrate the necessary communication skills (writing/speaking/ listening/reading) to express and support opinions and values in a variety of settings;	SPAN 330	SPAN 350 or SPAN 352	Choice of SPAN 400 level course
understand, compare, and analyze ideas, values, or attitudes of people from the Hispanic, showing enhanced cultural sensitivity;	SPAN 325	SPAN 350 or SPAN 352	Rubric evaluation of final essay from Span 350 or SPAN 352
read, comprehend, and critically discuss narratives, articles, and videos in Spanish from authentic texts on current topics related to the Hispanic cultures and linguistic structures and uses;	Choice of SPAN 400 level culture course	Choice of SPAN 400 level culture course	Rubric evaluation of essay/short reflections from choice of SPAN 400 level culture course

- X. Requirements to meet 40% commonality across emphases. ABOR Policy 2-221-c. Academic Degree Programs Subspecializations requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”-courses counting towards major units and major GPA). List the required major core curriculum required of all emphases. Refer to your existing advisement report(s), if needed. Include the prefix, course number, course title and number of units. Add rows as needed.

XI.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Major Core Courses	1. SPAN 325 Intermediate Grammar and Writing (3) OR SPAN 323 Intermediate Spanish for Heritage Learners II (3) 2. SPAN 330 Intermediate Conversation (3) OR SPAN 333 Advanced Spanish for Heritage Learners (3) 3. SPAN 350 Readings in the Literary Genres (3) OR SPAN 352 Reading Politics and Culture in the Hispanic World (3) 4. 6 Units of PORT 305A Portuguese for Spanish Speakers (3), PORT 325A Intermediate Grammar and Conversation (3), and PORT 397R Portuguese Language Skills and Culture (6).	15
	Total major core upper division units required	15
	Total major core units required	15

- XI. Requirements specific to the proposed emphasis. List the required emphasis core, electives, and any special conditions students must meet to complete the emphasis using the table below. Include the prefix, course number, course title, and units for each course. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Highlight and label (NEW) any new courses that must be developed for the emphasis. Add rows as needed.

Note: a proposed emphasis having similar curriculum with other plans (within department, college, or university) may require completion of a comparison chart. Total units required for each emphasis must be equal.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Emphasis Core Courses	1. SPAN 340 Spanish Phonetics (3) OR SPAN 343 Spanish Phonetics for the Heritage Speaker (3) OR SPAN 360 The Structure of Spanish (3) 2. SPAN 341 Translation and Interpretation: Social Justice and Practice (3)	6
Sub-Plan Requirements	1. Choose 5 electives from any Span or Port 300/400 level not already taken, except Span 363, 465D and Port 363. House numbered courses limited to 3 units.	15
	Total emphasis upper division units required	21
	Total major emphasis units required*	21

* All emphases offered for this major must have the same minimum number of units required

XIV. Emphasis course/faculty information for existing courses. Complete the table below for all emphasis coursework. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> "Printable Course Descriptions by Department" On Demand Report; right side of screen). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed.

Course prefix and number	Title	Course Description	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
SPAN 340/343	Spanish Phonetics/for the heritage speaker	In-depth study of articulatory phonetics with emphasis on both theory and practical applications for non-native speakers of Spanish. (Taught in Spanish). / Introduces learners to Spanish phonology and phonetics. Students learn about the differences between spoken and written language as the basis to advance their Spanish proficiency. It also focuses on exposing students to the different varieties of the Spanish-speaking world.	Fall, Spring, Summer / Fall, Spring Every year.	SPAN	Sonia Colina (340) Lillian Gorman (343)
SPAN 360	The Structure of Spanish	This course serves as an introduction to the structure of the Spanish language. It's a course on how to understand Spanish grammar (and grammar or language structure as a whole) so you might critically reflect on the language to get a deep command of it on your own in the years to come. The course is organized around four basic perspectives on the study of the structure of Spanish: (1) the structure of the Spanish sound inventory, (2) the structure of Spanish words, (3) the structure of Spanish sentences, (4) the structure of the Spanish language in its societies.	Fall, Spring. Every year.	SPAN	Miquel Simonet
SPAN 341	Translation and Interpretation: Social Justice and Practice	Professional, social justice, sociolinguistic, and cognitive aspects of Translation and Interpretation. Includes language policy and social justice goals to providing language services for limited and non-English speaking populations, role of translators and interpreters, simultaneous and consecutive interpretation, role of norms in legal translation, meaning of translation, health care interpretation and translation, business and technical translation, observation of professional settings, translation and interpretation practice.	Fall, Spring. Every year.	SPAN	Fatas, Jaime

XV. Emphasis course/faculty information for NEW courses. Complete the table below. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed. Add rows as needed.

Course	Title	Course Description	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Dept.	Faculty members available to teach the courses
N/A							

*In development (D); submitted for approval (S); approved (A)

- XIV.** Using the table below, list each faculty member who will contribute to the teaching of courses in this emphasis and the teaching FTE they will contribute. Add rows as needed.

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
SPAN 325	Katia Bezerra	Spanish & Portuguese	Professor	Doctorate	.25
SPAN 330	Beatriz Urrea	Spanish & Portuguese	Associate Professor	Doctorate	.25
SPAN 350	Ana Cornide Monica Morales Johnathan Vaknin Faith Harden	Spanish & Portuguese	Assistant Prof. Associate Prof. Assistant Prof. Assistant Prof.	Doctorate	.25
PORT 305A	Ana Carvalho	Spanish & Portuguese	Professor	Doctorate	.25
PORT 325A	Ana Carvalho	Spanish & Portuguese	Professor	Doctorate	.25
SPAN 340/343	Katia Bezerra	Spanish & Portuguese	Professor	Doctorate	.25
SPAN 341	Jaime Fatas	Spanish & Portuguese	Director	Masters	.25
SPAN 360	Miquel Simonet	Spanish & Portuguese	Associate Prof.	Doctorate	.25
PORT 350	Katia Bezerra	Spanish & Portuguese	Professor	Doctorate	.25
SPAN 381	Jaime Fatas	Spanish & Portuguese	Director	Masters	.25
SPAN 425	Eliud Chuffe	Spanish & Portuguese	Associate Prof.	Doctorate	.25
SPAN 431	Katia Bezerra	Spanish & Portuguese	Professor	Doctorate	.25
SPAN 441	Yadira Berigan	Spanish & Portuguese	Associate Prof.	Doctorate	.25

- XV. Special conditions for admission to/declaration of this emphasis** – explain in detail the criteria to declare this emphasis, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

Student has to be in good standing at the University of Arizona, demonstrated by at least a 2.0 GPA.

- XVI. Emphasis productivity** – provide a detailed plan in the case the emphasis does not attract the number of anticipated students and/or the new courses have low enrollments. Will emphasis courses continue to be offered as described in Section XIII and XIV or will students be offered alternative courses from outside the emphasis as substitutions? Is the department/school/college committed to offering the courses regardless of the emphasis productivity?

There are no new courses for this emphasis.

- XVII. Do you want the emphasis name to appear on the transcript?** ☒ Yes ☐ No

VIII. Do you want the emphasis name to appear on the diploma? ☐ Yes ☒ No

XIX. Anticipated semester and year to launch the proposed emphasis: Fall 2020

XX. Number of new faculty hires required to deliver the emphasis: None

XXI. **Budgetary impact**– indicate new resources needed and source of funding to implement the proposed emphasis. If reallocating resources, indicate where resources will be taken from and the impact this will have on the students/faculty/program/unit. **None**

Decision process for approval will include:

- 1) efficiency of course offerings.
- 2) course offerings are appropriate and match the expertise of the faculty.
- 3) evidence of sufficient student demand.
- 3) no major conflict with existing programs.

IXII. Required signatures

Managing Unit Administrator (print name and title): Carine Bourget

Managing Administrator's Signature:  Date: 1/31/20

Managing Unit Administrator (print name and title): Yadira Berigan

Managing Administrator's Signature:  Date: 1/30/2020

Dean (print name and title): Kimberly Jones, Vice Dean for Academic Affairs, College of Humanities

Dean's Signature:  Date: 2/26/20

Dean (printed name and title): _____

Dean's Signature: _____ Date: _____

All programs that will be offered through distance learning and/or fully online must include the following signature. The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.

Joel Hauff, Associate Vice President Academic Initiatives and Student Success and Executive Director for Online and Distance Education Administration

Signature: _____ Date: _____

Note: In some situations, signatures of more than one unit head and/or college dean may be required.

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
College Academic Administrators Council	

- ☐ Create approval memo
- ☐ Send memo to college/dept and acad_org listserv
- ☐ Create emphasis code in UAccess, including secondary major emphasis code
- ☐ Upload approval memo and proposal documents to UAccess
- ☐ Notify acad_org of the plan code creation
- ☐ Notify ADVIP team, include proposers