**LETTER OF NOTIFICATION – 3**

NEW OPTION, EMPHASIS or CONCENTRATION

(Maximum 21 semester credit hours of theory courses and 6 credit hours of practicum courses)

1. Institution submitting request: University of Arkansas Fayetteville

1. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
2. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
3. Proposed effective date: Fall 2018
4. Title of existing degree program: NA.

(Indicate if the degree listed above is approved for distance delivery)

1. CIP Code: 16.0905 - Spanish Language and Literature
2. Degree Code: 1800
3. Proposed name of new option/concentration/emphasis: Additional Major-Spanish.
4. Reason for proposed action: This proposal to create and allow an additional major in Spanish for students in non-ARSC colleges at UARK-Fayetteville has arisen initially in the context of the proposal from the College of Education for a new BAT (BA in Teaching), a 4-year teacher certification program that will essentially replace the existing 5-year MAT program for teacher certification. Prior to this new proposal, these prospective teachers of Spanish were required to complete the requirements for the Spanish major, in order to reach the level of fluency in the second language required for certification (advanced low in the ACTFL standard). We feel strongly that students in the new BAT program need and should continue to be credentialed with the major in Spanish, since they have completed the full coursework requirements in Spanish of the Spanish major. At the same time that we make this additional major available to students in Education, we think, and believe our students concur, that there are compelling reasons also to make it available to students in other non-ARSC colleges, particularly in Business but also, likely with a lesser demand, to students in Engineering, Agriculture, and Architecture (see justification).
5. New option/emphasis/concentration objective: To prepare students to have sufficient fluency and second-language skills in Spanish, and sufficient awareness and critical understanding of the cultures of the Spanish speaking world, to be prepared to function in a multilingual and internationalized professional environment, both at home and abroad, in business, agriculture, architecture, engineering, and education (as teachers).
6. Provide the following:
	1. Curriculum outline - List of courses in new option/concentration/emphasis – Underline required courses:

27 hours of coursework in SPAN in courses numbered 3000+:

SPAN 3003 Advanced Spanish

SPAN 3103 Cultural Readings

SPAN 3033 Conversation and Composition

SPAN 3113 Introduction to Literature

SPAN 4003 Advanced Grammar

SPAN 4000-elective in literature, culture, or special topic

SPAN 4000-elective in literature, culture, or special topic

SPAN 4623 Advanced Proficiency in Spanish

 or SPAN 4000-elective in literature, culture, or special topic

SPAN 4000-elective in literature, culture, or special topic

* 1. Provide degree plan that includes new option/emphasis/concentration:

Year One Fall: prereq SPAN 2003 (or 2123)

Year One Spring: prereq SPAN 2013 (or higher numbered course)

Year Two Fall: SPAN 3003 (or 3123); SPAN 3103 (or higher course)

Year Two Spring: SPAN 3033 (or higher course); SPAN 3113

Year Three Fall: SPAN 4003 (or 4123); SPAN 4000-level elective

Year Three Spring: SPAN 4000-level elective; SPAN 4000-level elective

Year Four Fall: SPAN 4623 (or 4000-level elective)

Year Four Spring: none or extra SPAN course/elective

* 1. Total semester credit hours required for option/emphasis/concentration: 27

 (Option range: 9–27 semester credit hours)

* 1. New courses and new course descriptions: none.

* 1. Goals and objectives of program option: To prepare students to have sufficient fluency and second-language skills in Spanish, and sufficient awareness and critical understanding of the cultures of the Spanish speaking world, to be prepared to function in a multilingual and internationalized professional environment, both at home and abroad, for example in business, agriculture, architecture and engineering, and education (as teachers).
	2. Expected student learning outcomes: 1) Students completing this major should build their second language skills in Spanish in the four key areas of speaking and listening, writing and reading, to a minimum level on the ACTFL standards of Intermediate High or Advanced Low. 2) Students completing this major will develop awareness, knowledge and abilities, and critical understanding of the cultures of the Spanish-speaking world. With these abilities and knowledge students will be able to work effectively and appropriately within intercultural contexts and while engaging with complex global systems and issues.
	3. Documentation that program option meets employer needs: World Languages is the department with the most minors in Fulbright College (and we presume, also, across the whole University). We are also told by Institutional Research that our major statistics are the ones more affected than any other department when multiple majors are tabulated instead of primary majors only. What this speaks to we believe is the extent to which our students, their families, and their prospective employers, recognize and understand the importance in our increasingly internationalized world of skills and knowledge in other languages and cultures, for true global citizenship and as an essential complement to effective preparation in virtually any field of professional endeavor. With this proposal allowing an additional major in Spanish for students in non-ARSC colleges, we seek to enhance the professional preparation of our students, and to meet these demands for the effective availability of more extensive credentials in world languages and cultures for students outside of Fulbright College.

We should note that recent governors in the state of Arkansas, including Beebe and Hutchinson, and state government administrations have aggressively sought to bring to Arkansas more extensive international business partnerships, as a vehicle for economic development and the expansion of social and cultural capital. The further internationalization of our curriculum across all professional colleges on the campus in Fayetteville should become key leverage in this endeavor, and this cannot be achieved without the development of fluency skills in other languages and intercultural communications. To cite one authority, in a 2010 press release, former Secretary of Defense and then CIA Director Leon Panetta discussed the critical need for students of many disciplines to learn other world languages: "Language skills are vital to success in an interconnected world, and they are fundamental to U.S. competitiveness and security." A recent report from the Modern Language Association (MLA) also argued for just the sort of cross-college internationalization efforts such as we are proposing with the availability of this additional major: they call for multiple paths for learning a world language, including language for the professions options which we are expanding, beyond just the traditional approach through literature.

We have many students from other colleges, particularly business (WCOB), who are keenly interested in adding a Spanish major to their business majors, and many of today's students, who often come in with extensive AP credits for core coursework, could easily complete requirements for the major and the additional major in a total, say, of 120 to 135 total credit hours. Yet many of these students are strongly discouraged from attaining this additional credential by the extra time and financial burden (an extra semester or two of time and tuition) imposed by the current requirement of completing an additional 30 credit hours (on top of the minimum of 120) for the completion of dual degrees. We believe it is in the best interest of our state and its' citizens and in the interest of its economic competitiveness to remove this unnecessary impediment to a stronger professional credential for our graduates.

* 1. Student demand (projected enrollment) for program option: 5-20 per year initially.
	2. Name of institutions offering similar program or program option and the institution(s) used as a model to develop the proposed program option: The major state public institutions all offer similar programs: for example, with BSE 4-year programs for teacher certification in Spanish that are closely linked to the BA programs in Spanish. I have looked at Central Arkansas, Arkansas State, Arkansas Tech, and UA-Fort Smith. It appears to me that of these schools only UA-Fort Smith has a blanket requirement of additional total credit hours (150) for double majors or double degrees. (Fort Smith has the requirement for double majors, while UA-Fayetteville has it not for double majors but for double degrees.)

We are the flagship University in the state, with significant programs and faculty across all colleges, including Education and Arts and Sciences. It is very important that we are able to provide these credentials to our students, and to play a significant role in producing professionals, including well-prepared foreign language teachers, for the state of Arkansas.

1. Institutional curriculum committee review/approval date: December 6, 2017
2. Will the new option/emphasis/concentration be offered via distance delivery? If yes, indicate mode of distance delivery: No.
3. Explain in detail the distance delivery methods/procedures to be used: NA.
4. Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used. No additional costs. Program will use existing courses, faculty, and facilities.
5. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date: January 8, 2018

Board of Trustees Notification Date: March 29, 2018

Chief Academic Officer: James S. Coleman Date: January 2, 2018