

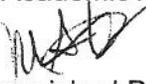


Memorandum

MARY ANNE FITZPATRICK, DEAN
FOUNDATION DISTINGUISHED PROFESSOR OF PSYCHOLOGY
COLLEGE OF ARTS AND SCIENCES

December 17, 2008

TO: Mark P. Becker
Executive Vice President for Academic Affairs and Provost

FROM: Mary Anne Fitzpatrick, Dean 
Educational Foundation Distinguished Professor of Psychology

RE: Doctor of Philosophy in Spanish Proposal

The College of Arts and Sciences has instituted a process of program evaluation for the purpose providing a thorough and rigorous review of every program in the College. Each program evaluation begins with a self-study, proceeds to an external review, and culminates with a review by our Academic Planning Council. One of the benefits of this process is that it allows us to look carefully at proposed new programs in the context of the needs of the unit, the College, the University, and the state of South Carolina. After a thorough review by the Academic Planning Council, I am pleased to recommend that the proposed Doctor of Philosophy in Spanish be approved and sent forward to the South Carolina Commission on Higher Education.

Attached for your consideration is the Program Planning Summary required by the Commission on Higher Education.

The proposed Ph.D. in Spanish has been recommended by an external panel that reviewed the Department of Languages, Literatures, and Cultures in September 2006. The department has thoroughly studied this recommendation, and developed a plan for a doctoral degree that will respond to growing interest at all educational levels in Spanish language and the cultures of the Spanish-speaking world. The proposed program will be the only doctoral level program of its kind in South Carolina. It will serve the state by addressing the critical shortage of faculty available to teach Spanish in colleges and universities in South Carolina and by augmenting the preparation of Spanish language teachers in the state's K-12 schools. We expect that a doctoral level program in Spanish will enhance the University's research profile, especially in interdisciplinary scholarship related to transatlantic studies as well as collaborations with disciplines that study the experience of Spanish-speaking populations in South Carolina, the United States, the Caribbean and Latin America.

The Department of Languages, Literatures, and Cultures is finalizing work on the curriculum of the proposed degree, and will begin the curriculum and course approval

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process through the College Curriculum Committee and the Graduate Council in the Spring 2009 semester.

I should add that the Department of Languages, Literatures, and Cultures has developed a plan that responds realistically and responsibly for meeting the teaching needs of this program using existing resources.

I believe this proposed program will position the University well to meet the demand in South Carolina for doctoral level study in Spanish. I appreciate your forwarding it on to the next stage in the approval process at your earliest convenience.

I am delighted to answer any questions or concerns you may have on the proposal. Thank you for your support of the College and its programs.

cc: Senior Associate Dean Steve Lynn
✓ Assistant Dean Mary Ann Byrnes

Attachment: Spanish Ph.D. Program Planning Summary

Ph.D. IN SPANISH: NEW PROGRAM PROPOSAL

Program Planning Summary

Justification and Relationship to Existing Programs

Spanish Area Studies is a fast growing discipline stimulated largely by globalization. Current ties between Latin America, Europe, and the United States affect all areas of life. The ability to use Spanish effectively has become indispensable to job success and advancement in a wide variety of professions. In South Carolina and throughout the Southeast, critical needs in primary, secondary and post-secondary education require educators to be fully prepared to teach Spanish to speakers of Spanish at all skill levels. This proposal recommends the creation of a Ph.D. program in Spanish at the University of South Carolina (heretofore the University) which would be the only one of its kind in South Carolina. It stems from the urgent need to prepare more educators, and will ultimately serve to raise the research profile of Department of Language, Literatures and Cultures (heretofore DLLC) and the University. The Ph.D. program in Spanish will serve the State and the region, and it will enhance our national visibility. It will be the flagship site in the state and the region, preparing future educators and researchers in the areas of Spanish language and Hispanic cultural and literary studies. In this way it will be an integral part of the University's strategic plan to meet the Carnegie Institute's expectations for top-tier Ph.D.-granting research universities.

Proposed Date of Implementation and Number of Credits

- Proposed implementation: Fall of 2010.
- Requirements: Admission to the program requires the M.A. degree in Spanish. The doctoral program will consist of twenty-four (24) hours--eight 3-credit hours--of coursework, and twelve (12) additional credit hours devoted to the dissertation research.

Need to Implement a Ph.D. Program in Spanish at the University of South Carolina

- The establishment of a Ph.D. in Spanish was strongly recommended by a commissioned panel of outside evaluators in Fall 2006.
- There are many aspects to the need for a Ph.D. in Spanish at South Carolina's flagship research institution. The most critical of these is the dire shortage of faculty to teach Spanish at colleges and universities around the state, and the augmentation of training for educators teaching in K-12. The university needs to prepare teachers who are well versed in Spanish and who can disseminate knowledge about cultural diversity as it pertains to the Spanish-speaking world.
- Not only will a Ph.D. program help address the ever-growing demand for Spanish language and civilization classes, it will also enhance the research status of the University. Prospective companies coming to the *Innovista* campus will most likely examine the University's language studies programs before making their final site choice. The expanding need of these companies to employ skilled professionals who are fluent in Spanish, and the kind of cutting-edge education that is available to their children will certainly be significant deciding factors. In order to appeal to such a highly trained professional population, the University must serve as the core facilitator for all such related educational endeavors. Spanish, being a vital component of the preparation of educators and other professionals, must offer a Ph.D. program.
- The Ph.D. program in Spanish will also serve as a consulting body for South Carolina in matters pertaining to the economy, education, social and health care services, urban planning, the arts, and other areas related to its growing Spanish-speaking population.
- The University will benefit greatly by being able to showcase this program in its advertising venues, and to solicit new donors. The State will be better positioned to

attract companies which do business with Europe, Latin and Central America, and the Caribbean.

Anticipated Demand and Productivity

- The University needs to expand its offerings in Spanish at all levels. At present our undergraduate program is growing exponentially, with courses rapidly reach maximum capacity. Our M.A. program in Spanish currently has sixteen (16) students, and graduates an average of five (5) per year. Area educators take our courses in summer and complete their M.A. on a part-time basis, while others want to do a Ph.D. in Spanish for the teaching profession. Secondary school teachers constantly inquire about distance and traditional courses leading to a Ph.D. in Spanish. A recent survey taken at the 2008 meeting of the South Carolina Foreign Language Teachers/South Carolina Conference on Language Teachers elicited a positive response from teachers who want to hold a Ph.D.
- In recent years the DLLC of the University has built an infrastructure that has yielded excellent results. We have implemented a Certificate Program in Spanish and have graduated M.A. and M.A.T. students who have been successful in the workplace and in doctoral programs throughout the United States and Spain. Our doctoral students will be prepared to teach in the areas of Literature and the Arts, culture, Transatlantic Studies, and Spanish linguistics and pedagogy. We anticipate having at least five (5) new students enroll in the Ph.D. program during its first year, with a graduation rate of at least two (2) students per year. This rate of success will continue and grow as we acquire the necessary means to diversity our graduate programs.
- The University and the DLLC are already prepared to teach Spanish at all levels. A Ph.D. in Spanish will greatly elevate the DLLC's mission by preparing doctoral students for positions in the State's colleges, universities, and technical institutions, and by offering secondary school educators opportunities for continued professional development.
- Existing professors and new hires have enriched our research agenda in the areas of Golden Age Spanish Literature, Contemporary Spain, European/Latin-American relations, Caribbean and Latin-American Studies, and Latino Studies. As a result, doctoral students from related disciplines within the University have expressed an interest in conducting their research in collaboration with these scholars. In addition, such research will also attract the attention of outside scholars to the University.
- A Ph.D. in Spanish would also draw faculty to the University. A case in point is Latino Studies and the area commonly known as Spanish for the Professions. We have already begun to revamp our undergraduate curriculum in this direction. With a Ph.D. program in Spanish we will create advanced-level courses which will in turn expand collaborative research and teaching venues with disciplines like Literature and the Arts, Linguistics, Anthropology, English for Spanish-speakers, etc., as well as advance the development of new fields of inquiry, such as Transatlantic Studies (connections with Europe, Africa, and North, Central and South America).
- Because of our excellent Information Systems operation, with library holdings in all areas of Spanish studies, students will be able to conduct their research at this University. Areas of research for our prospective Ph.D. students would include, for example, Latino populations of the United States and their rapid growth in South Carolina and the Southeast, and Transatlantic Studies (in Literature and the Arts, Film Studies, politics, and socio-economic relations).
- Interconnectivity between Spanish and the professions, and global relations between the United States, Europe and Latin and Central America have created the need to yoke Spanish and Portuguese. Brazil's role as a leader in Latin America and in the world requires that our graduates be proficient in this language. European Studies also requires

that Portuguese be a component of their Program. Our Ph.D. program will have a Portuguese track (of studies) that will address these needs.

Assessment of Extent to which the Proposed Program Duplicates Existing Programs in the State

- Since there is no other Ph.D. in Spanish offered in South Carolina there will be no duplication of such programs at the doctoral level. With the exception of Winthrop University's 30-hour graduate program, our M.A. in Spanish is the only program in South Carolina which incorporates the writing of a thesis, and rigorous training in literary theory and teacher preparation. Surveys of our M.A. graduates indicate that there is a severe brain-drain in South Carolina as a result of their having to pursue doctoral work in Spanish elsewhere.

Relationship of the Proposed Program to Existing Programs at the Proposing Institution

- We collaborate actively with such programs, departments, and schools as History and Latin-American Studies, European Studies, Film Studies, Women Studies, Anthropology, Political Science, Education, Social Work, and Public Health. The Ph.D. program in Spanish will further interdisciplinary cooperation and will greatly advance the DLLC's local and national profile. We anticipate creating translation courses at the graduate level to collaborate with these disciplines. We will attract students who would want to do research in these and in the growing area of Latino Studies. According to recent statistics from the Pew Hispanic Center, there are nearly 40 million Hispanics living in the United States; additionally, the University of South Carolina's Consortium for Latino Immigration Studies estimates that there are close to 500,000 Latinos living in South Carolina.

Relationship of the Proposed Program to Other Institutions via Inter-institutional Cooperation

- The Ph.D. will create and assume the leading role in a research consortium in the State.
- As South Carolina's four-year colleges and universities grow their own Spanish programs, we hope to collaborate with them in curriculum development. We will offer courses via distance education at regional campuses; and we will prepare doctoral students to take positions at universities within the USC system and in the State's private colleges.
- Under the auspices of the Latin-American Studies Program and thanks to University's connections with other universities in the area (i.e., University of North Carolina), our students have had internships in Brazil. This type of collaboration will be strengthened greatly by solidifying the Portuguese program as it continues to be an integral part of the Latin-American Studies Program.
- A recent academic agreement with the University of Virginia's Valencia campus in Spain is an initiative that will foster further collaboration between theirs and our graduate programs.

Total New Costs Associated with Implementing the Proposed Program

The resources are now in place to begin offering Ph.D. courses in Spanish. No extra cost to the State is needed. Graduate students in the doctoral program will sustain deferment of cost by teaching first-year Spanish language courses, and thus reduce the need to hire new instructors.

Conclusion

We aspire to make of our Ph.D. program a regional and national model (such as the Transatlantic Studies programs at SUNY/Albany, University of Pennsylvania, University of Colorado at Boulder, and Western Michigan State). At present we have the infrastructure (faculty, library holdings, technology, and innovative curricula) to begin offering classes for the Ph.D. in Spanish.