# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **minors in french, Italian, and spanish** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) |  **Program:** [**revision**](#revision) |  |
| A.3. [Originator](#Originator) | **David Ramírez** | [Home department](#home_dept) | **Modern Languages**  |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | This proposal aims to revise three Modern Language minors (French, Italian, Spanish) in order to give students the option to begin these programs at two different points in the language sequence: 113 (Intermediate level) or 115 (Low-advanced level). Currently, the entry-level course for these minors is 115.  **Context.** Modern Language departments across the nation, especially those in colleges and universities serving large immigrant and multilingual communities, are responding to the increasing diversity in their classrooms by designing flexible programs that allow language learners to start their studies at the level that best matches their specific skills and backgrounds. Close to RIC, [URI](https://web.uri.edu/languages/academics/spanish/ba-curriculum/) allows students to start the minor (and the major) at three different points of their language sequence. [Providence College](https://world-languages.providence.edu/major-minor/spanish/) offers an even more flexible minor–they only require 18 credits starting at ANY point in the language sequence. A few other examples (among many) are [Central Connecticut State University](https://www.ccsu.edu/programs/world-languages-literatures-and-cultures-minor), [Southern Connecticut State University](http://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-french.html), [University of Harford](https://catalog.hartford.edu/preview_program.php?catoid=31&poid=7338&returnto=3179), [Arizona State University](https://degrees.apps.asu.edu/minor-map/ASU00/LASPAMIN/null/ALL/2021?init=false&nopassive=true), [University of Miami](https://bulletin.miami.edu/undergraduate-academic-programs/arts-sciences/modern-languages-literatures/spanish-minor/), and [Wheaton College Mass](https://catalog.wheatoncollege.edu/preview_program.php?catoid=10&poid=2695&returnto=320#:~:text=Minor%20Requirements,level%20class%20taught%20at%20Wheaton.). While the degree of flexibility of these programs varies depending on factors such as the size of the program, its location, or resources (institutions like Arizona State, for example, have enough resources to create courses exclusively for heritage language learners), all these programs have in common that they aim to increase access, especially for second language learners, without reducing opportunities for more advanced learners, especially heritage language learners. **Why this at RIC?** The entry-level for these minors at RIC requires 3 semesters of language learning (101, 102, 113). This sequence is particularly challenging for beginner learners (at RIC primarily **second language learners**) because it represents 1.5 years of study of the language just to start the minor, which in turn can take 2 additional years to complete. Simply lowering the entry level of the minors to increase access, however, will negatively impact advanced learners (at RIC primarily **heritage language learners**), since they will have to start the minor at a level that does not correspond to their language skills. Here is one example: this semester, our Spanish 115 class has 30 students. 29 of those students are heritage language learners and most of them were placed at this level through placement test. The only second language learner in the class has more than three years of Spanish from high school. Lowering the entry-level of the minor to 113 will increase access for second language learners, for whom the possibilities to get to 115 are low, as this example demonstrates. Lowering the entry level to 113 for ALL students, however, will mean that the students that now place in 115, the vast majority of whom are heritage learners, will have to either take a class below their level of proficiency or lose the option of taking two 300-level courses. In this sense, allowing students to start the minor at two different points in the language sequence will both **reduce barriers for second language learners** and **preserve learning opportunities for heritage and advanced learners**. Finally, students beginning the minor at any of these two levels **will have to complete our entire language sequence**, which ends in 202, after two composition courses, and ensures an advanced proficiency in the language. Our 300 and 400 level courses are not sequential. This is what guarantees the pedagogical coherence of the minors and justifies the award of the same qualification for students following any of these two curricular paths. As other minors in the college, which allow students to take a variable number of courses at 200 and 300 levels, these minors will require students starting at 113 to take one 300-level course and those starting at 115 to take two 300-level courses. Also, a number of Spanish minor students have been choosing to take MLAN 360 Seminar and/or MLAN 400 Linguistics instead of 300 + courses in Literature. We have been substituting them for SPAN 350 and SPAN 450, but would like to add these socio-cultural and linguistic based courses as official options to that minor. The number of credits for all the minors will remain the same (18-20).  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | This change will reduce barriers for second language learners interested in minoring in French, Italian, or Spanish. It will also allow heritage/advanced learners to begin the minor at a level appropriate to their language skills.  |
| A.6. [Impact on other programs](#impact)  | None |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | None |
| [*Library*:](#library) | None |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | None |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | None |
| [*Facilities*](#facilities): | None |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5CSAbbotson%5CDocuments%5CCurriculum%5CManualandWebsite%5Ctransfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

### **E.** [**Program Proposals**](#program_proposals) **For IN-Person or mixed modalities (for fully online programs: see section F):**

### **Complete only what is relevant to your proposal. Delete section E. if not needed. PLease add in the 2020 CIP number for MAJOR revisions or new programs in E 2; these can be found at** [**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **consult with Institutional research to be sure you select the correct one.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| E.1. [Enrollments](#enrollments) Must be completed. | Students minoring in Fr/It/Sp in 2020-2021: 492021-2022: 36 | We expect to see an increase in enrollments, particularly from second language learners. |
| E. 2. [2020 CIP number](#CIPnumber" \o "THESE CAN BE FOUND AT HTTPS://NCES.ED.GOV/IPEDS/CIPCODE/BROWSE.ASPX?Y=56 CONSULT WITH INSTITUTIONAL RESEARCH TO BE SURE YOU SELECT THE CORRECT ONE.) |  |  |
| E.3. [Admission requirements](#admissions) |  |  |
| E.4. [Retention requirements](#retention) |  |  |
| E.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **FRENCH MINOR**Courses

|  |  |  |  |
| --- | --- | --- | --- |
| FREN 115 | Literature of the French-Speaking World | 4 | F, Sp |
| FREN 201W | Advanced French: Conversation and Composition | 4 | F |
| FREN 202W | Advanced French: Composition and Conversation | 4 | Sp |

and 6-8 credit hours of additional courses in French at the 300-level or above.**ITALIAN MINOR**Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ITAL 115 | Literature of Italy | 4 | F, Sp |
| ITAL 201 | Conversation and Composition | 4 | F |
| ITAL 202 | Composition and Conversation | 4 | Sp |

and 6-8 credit hours of additional courses in Italian at the 300-level or above.**SPANISH MINOR**Courses

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |
| SPAN 201W | Conversation and Composition | 4 | F, Sp |
| SPAN 202W | Composition and Conversation | 4 | F, Sp |

and 6-8 credit hours of additional courses in Spanish at the 300-level or above. | **FRENCH MINOR**The minor in French consists of 18-20 credit hours (5 courses), as follows:CoursesAT LEAST THREE COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| FREN 113 | Intermediate French | 4 |  |
| FREN 115 | Literature of the French-Speaking World | 4 | F, Sp |
| FREN 201W | Advanced French: Conversation and Composition | 4 | F |
| FREN 202W | Advanced French: Composition and Conversation | 4 | Sp |

and 3-8 credit hours of additional courses in French at the 300-level or above. **ITALIAN MINOR**The minor in Italian consists of 18-20 credit hours (5 courses), as follows:CoursesAT LEAST THREE COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| ITAL 113 | Intermediate Italian | 4 |  |
| ITAL 115 | Literature of Italy | 4 | F, Sp |
| ITAL 201 | Conversation and Composition | 4 | F |
| ITAL 202 | Composition and Conversation | 4 | Sp |

and 3-8 credit hours of additional courses in Italian at the 300-level or above.**SPANISH MINOR**The minor in Spanish consists of 18-20 credit hours (5 courses), as follows: CoursesAT LEAST THREE COURSES from:

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 113 | Intermediate Spanish | 4 |  |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |
| SPAN 201W | Conversation and Composition | 4 | F, Sp |
| SPAN 202W | Composition and Conversation | 4 | F, Sp |

and 3-8 credit hours of additional courses in Spanish at the 300-level or above, or MLAN 360 and/or MLAN 400. |
| E.6. [Credit count](#credit_count) for each program option | 18-20 | 18-20 |
| E.7. Note any needs for program accreditation (if relevant).  |  |  |
| E.8 Program modality. Online percentage of delivery; calculate % within required hybrids and the total for the program cannot go over 49%  | Mixed courses types (max 40 % online) | Mixed course types (max. 40 % online) |
| E.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **NO** | **NO** |
| E. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///C%3A%5CUsers%5Csabbotson%5CDocuments%5CCurriculum%5CProgram%20goals)  | **NO** | **NO** |
| E.11. [Program goals](file:///C%3A%5CUsers%5Csabbotson%5CDocuments%5CCurriculum%5CProgram%20goals)Needed for all new programs |  |  |
| E.12. Other changes if any |  |  |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Dr. Eliani Basile | Program Director of Spanish and Chair of Modern Languages | \*Approved by email  | 9/30/23 |
| Dr. Quenby Hughes | Dean of Arts & Sciences |  | 10/5/2023 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |