

COVER SHEET
NEW DEGREE PROGRAM PLANNING NOTIFICATION OF INTENT
(PLANNING NOI)

Program Information

Program Name: BA in Hispanic Studies

Institution Name: University of Washington Tacoma

Degree Granting Unit: Interdisciplinary Arts and Sciences
(e.g. College of Arts and Science)

Degree: BA in Hispanic Studies Level: Bachelor Type: (of) Arts
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: Hispanic Studies CIP Code: 16.0905
(e.g. Chemistry)

Minor: _____
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: Autumn 2012

Projected Enrollment (FTE) in Year One: 12.37 At Full Enrollment by Year: 2017: 61.83
(# FTE) (# FTE)

Proposed New Funding: None—funding will be through tuition and internal reallocation

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery Tacoma
(enter locations)

Off-site N/A
(enter locations)

Distance Learning hybrid courses
(enter formats)

Substantive Statement of Need

See Attached Sheet

Contact Information (Academic Department Representative)

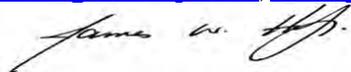
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Endorsement by UWT Vice Chancellor for Academic Affairs

11/21/2011

Date



Endorsement by Chief Academic Officer

12/16/2011

Date

Substantive Statement of Need Hispanic Studies Major

1. Relationship to Institutional Role, Mission and Program Priorities

Background

In the fall of 2000, the Interdisciplinary Arts and Sciences program at the University of Washington Tacoma implemented a plan to introduce foreign languages into their course offerings. Spanish was the logical place to begin because it is the most widely studied foreign language in the United States, and we recognized the need for more Spanish-speakers in the state due to the fast-growing Hispanic population. In 2000, Cynthia Duncan was hired to create a curriculum in Spanish language and Hispanic Cultural Studies. In 2006, with the expectation that UWT was going to become a four-year institution, Dolores Alcaide Ramírez was hired to expand the Hispanic Studies curriculum already in place and ensure that we could meet student demand for Spanish language study. The Hispanic Studies Minor went into effect in 2001 and has been popular with students, with an average of 56 students per year over a seven-year spread. We have had repeated requests from students to create a major. Rather than design a traditional “Spanish” major, we prefer to combine language and culture in keeping with the interdisciplinary spirit of UWT and current Modern Language Association recommendations regarding foreign language instruction (<http://mla.org/flreport>). Traditional Spanish majors are grounded in literary studies and often give priority to classical works from the Spanish canon. We want to balance literature with other expressions of culture, giving emphasis to contemporary constructions of identity. We also want to provide practical skill-based language training to help students compete successfully on the job market. Many universities (such as Brown University, University of Pennsylvania, University of Virginia, Vassar College, St Olaf College, Columbia University, UC Riverside, etc.) use the name, Hispanic Studies, to represent the type of major we are designing for UWT. We believe it best represents the nature of the program we have developed.

Institutional Role and Mission:

The proposed Bachelor of Arts degree with a major in Hispanic Studies aligns with the mission and vision of the University of Washington Tacoma in that the major is designed to educate students for life as global citizens. The students will be able to develop intercultural competence necessary to participate in a diverse and increasingly complex world. According to UW-Tacoma Mission Statement, “The University of Washington Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.” The Hispanic Studies major will be intrinsically interdisciplinary since it will include the study of not only the language but the culture of a people. It will cross disciplines in the humanities and social sciences and courses will look at specific issues from different fields such as history, sociology, politics, economy, art, etc. This interdisciplinary approach will benefit students who choose careers in business, international marketing, translation/interpretation, foreign language education, and work in social services or government and non-profit agencies.

The recently revised Strategic Plan for UW Tacoma identifies four core values that will shape the institutional goals and mission of the university from 2007-2017. The first of these is a commitment to excellence in teaching, scholarship, and research, and service and a curriculum that is responsive to student and community needs. The Hispanic Studies major, like all programs at the University of Washington Tacoma, highly values quality teaching and promotes active learning in a setting that supports the needs and diversity of its students.

The second value focuses on Community, and emphasizes contributions to knowledge that serves diverse communities and partners with communities to improve the human condition. Students who major in Hispanic Studies will acquire critical knowledge and practical skills that they can use as they work with the Spanish-speaking community in the south Puget Sound region and Washington State. The Strategic Plans states that “UW Tacoma preserves a culture of connection and collaboration as it grows; partners with communities to improve the human condition; cultivates mutually supportive relations with educational partners; contributes knowledge that serves diverse communities; honors the cultural and civic heritage of its community.” Through the study abroad experience or service learning component, the major will enhance partnerships to improve human conditions, strengthening ties with global and local communities. At the same time, Hispanic Studies majors will develop as engaged citizens, who will appreciate the different cultures that compose their communities. In addition, UWT values mutually supportive relationships with educational partners in the region. Since the local community colleges offer introductory and intermediate level Spanish classes, they provide one pathway for UWT students to acquire proficiency needed for the Hispanic Studies major. We already have good working relationships with Spanish instructors at the community colleges, and we will strengthen these ties once the major is in place. Through cross-campus visits and educational fairs, Latino students are particularly encouraged to continue their university studies at UWT, and we believe the Hispanic Studies major will be of particular interest to them.

The third core value is Diversity, which the Hispanic Studies major would address in two ways. By providing a curriculum in Spanish language and promoting the study of Hispanic culture, we provide a welcoming environment for Latino students on campus and a means through which they can polish their language skills as bilingual or heritage speakers. At the same time, by training students from non-Latino backgrounds in Spanish language and helping them to acquire cultural competency, we are training them in skills that can be used to serve the Latino community in the region. Recruitment of students from diverse backgrounds is a high priority for the Hispanic Studies major. We emphasize the cultural plurality of the Spanish-speaking world and highlight the contributions of Europeans, Africans, Asians, and Native peoples to the development of the many cultures that make up the modern Hispanic World. Additionally, the major will cater to the increasing diversity in Washington State and the Puget Sound area, as well as to the multicultural goals of UWT, creating an opportunity for Hispanic/Latino students to express themselves and their own culture. In this sense, it will definitely “seek out and support individuals who may experience barriers in gaining access to college” and it will create a safe environment where diverse cultures can manifest themselves.

The fourth core value is Innovation, which is the keystone of our proposed academic program. We are moving away from traditionally-designed Spanish majors to emphasize practical skills and contemporary culture from an interdisciplinary perspective. This model best suits the needs

of UWT students, who hope to use Spanish in a variety of careers and be involved with the Latino community in our area. Opportunities for life-long learning are enhanced as the major in Hispanic Studies could serve as a bridge degree for those seeking graduate degrees in Latin American Studies, Foreign Language or ESL education, or International Business.

Hispanic Studies Learning Goals

In keeping with the Institutional Mission of UWT and the HECB Strategic Master Plan for Higher Education, students who major in Hispanic Studies will:

- Develop oral, writing, and reading proficiency in Spanish at the Advanced Level as defined by American Council for the Teaching of Foreign Languages (ACTFL) standards.
- Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them.
- Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities) for language studies in Spanish as defined by the National Foreign Language Standards.
- Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and US Latinos.
- Become global citizens, able to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S.
- Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies, and/or a graduate program in Spanish or Latin American Studies.

UW Tacoma is expected to accommodate sustained enrollment growth with an annual growth rate currently proposed at over 8%. We believe that this major will help to bring that growth through the FTEs that are projected to accompany the start of this degree plan.

2. Documentation of Need and Demand

Two main goals of the Strategic Master Plan for Higher Education are to create a “high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships” and to create “a higher education system that drives greater economic prosperity, innovation and opportunity”. The Hispanic Studies major will support the Strategic Master Plan in both of these goals, providing Latino students with tailored courses that will enhance their experience in college and their ability to succeed once they graduate and enter the job market.

Employer Demand

The HECB State and Regional Needs Assessment Report shows that the population of Pierce County is projected to continue its growth, and that an additional 380,000 jobs will be created for health care personnel, finance personnel, paralegals, educators and sales people in the next decade. Analysis of data from the United States Department of Labor and an examination of current enrollment patterns in universities nationwide suggest that knowledge of Spanish,

combined with cultural competency in Latino/ Hispanic culture, are skills that many employers will be searching for in future hires.

In a 2006 report on global leadership, the Committee for Economic Development stressed the immediate need for students at US universities to specialize in International Studies and Foreign Languages because these fields are crucial to economic and national security. This committee, made up of more than 200 business and academic leaders in the US, conducted an exhaustive study of workforce needs in the US and concluded:

As our communities and workplaces become more diverse, foreign language proficiency and cultural knowledge will become critical in conducting business in the United States. Companies will require such skills to serve culturally diverse domestic customers. To meet the challenges ahead, it will be necessary to do more than educate our diverse immigrant population. We must prepare *all* students to deal competently with the world both inside and outside our shores. Failure to do so will result in a diminished ability to foster the communication among our citizens that is essential to maintaining our civic culture.¹

Nationwide, business leaders are “increasingly concerned about a lack of international skills among the college graduates they hire.”²

According to the Department of Labor Studies, employment for interpreters and translators will increase 24% over the next 10 years, much faster than the average for all occupations. This growth will be driven partly by multiple factors, such as strong demand in the health care sector, the field of bilingual education, and work related to homeland security. Additionally, the strengthening of economic ties between the US and Latin America, along with the increase in the number of Spanish speakers in the United States, will contribute to the need for workers who can function in a bicultural and bilingual environment. These trends are expected to continue, and will contribute to many new job opportunities for persons with foreign language and international studies training.

Teachers who have multicultural training, knowledge of a foreign language, or who are prepared to work in bilingual education have especially good prospects for employment in the coming decades. According to the US Department of Labor:

Currently, many school districts have difficulty hiring qualified teachers in some subject areas—most often mathematics, science (especially chemistry and physics), bilingual education, and foreign languages. Increasing enrollments of minorities, coupled with a shortage of minority teachers, should cause efforts to recruit minority teachers to intensify. Also, the number of non-English-speaking students will continue to grow, creating demand for bilingual teachers and for those who teach English as a second language.

¹ <http://www.actfl.org/i4a/pages/index.cfm?pageid=4276>

² “A Failure to Communicate. Despite pressure from government and industry, universities do not produce enough graduates fluent in ‘critical languages’” Burton Bollag, *The Chronicle of Higher Education*, 27 April 2007.

Employment Post-Graduation. Table 4 lists the types of employment opportunities reported for graduates at various universities around the nation. In addition to teaching and translation/interpretation, graduates with a Hispanic Studies degree are employed by businesses, government and non-profit agencies, social welfare and law enforcement groups, insurance companies, law offices, health care services, human resources, immigration offices, and communication and media groups.

Table 1. Employment Opportunities

<u>Institution</u>	<u>Employment Data (Types of Employers of Graduates, etc.)</u>
Grinnell College	"The emphasis of the Spanish major (communication skills, openness to other cultures, development of analytic skills), fits quite nicely with the skills needed in a variety of fields. The fact that they can also perform these skills in Spanish is an additional benefit. Are there many fields that cannot use people who think clearly, express themselves well and succinctly in oral and written exchanges, examine issues from multiple perspectives?" Alumni/ae Job Titles: Business Analyst Systems Manager, International Women's Media Foundation Executive Director, Painesville Area Chamber of Commerce Sales Support Manager, BellSouth Assistant Professor of Spanish Academic Counselor, University of Minnesota: TRIO/Student Support Services Spanish Teacher Children's Librarian Research Analyst, Academy for Educational Development Human Resources Manager, Trammell Crow Corporate Services.
Dickinson College	The following are a few examples of careers obtained by recent Dickinson alumni who majored in Spanish: Epidemic Intelligence Service Officer, Solutions Architect, Educator, Account Director, Assistant Professor, Attorney, Campus Life Coordinator, Editorial Assistant, Foreign Service Officer, Global Health and Safety Specialist, International Student Advisor, Spanish teacher, Travel Agent.
UCLA	Besides teaching at the elementary, secondary and college levels, people prepared in foreign language and literature will acquire the skills appropriate for a career in law (analytical reading and writing) and be well prepared to study translation and interpretation. Majors have successfully entered business, jobs related to speech therapy, government, media and communications, library and information science, international management and law, and the travel industry.
University of Minnesota-Morris	Studies conducted by the UMM Career Center have shown that graduates obtain jobs that are both related to their major and jobs that may not be formally related to the major. About 56% of the Spanish graduates from 1964-1998 said their job was in the same field or related to their undergraduate major. Other studies have shown that liberal arts graduates find employment that makes use of their skills,

	<p>special knowledge, values, and interests, even though the employment field may not be related to their academic major. Listed below are some jobs obtained by UMM Spanish graduates: Bilingual Customer Service, Administrative Assistant, Counselor, Foreign Service Officer Economist, International Adoption Coordinator, Natural Health Counselor, Social Worker, Spanish teacher, Personnel Coordinator, Sales Support, Meeting Planner, Legal Editor.</p>
<p>University of Puget Sound</p>	<p>Here are examples of career destinations of alumni Foreign Languages and Literature majors: Business/Government (Wine Marketing Manager, Boissel America; Translator, Sagem Morpho, Inc.; Border Patrol Agent, Bureau of Customs and Border Protection), Education (Associate Professor, Ohio State University; Spanish Teacher, Peninsula School District); Non-Profit (Business Development Professional, Program for Appropriate Technology in Health; Development Director, Tacoma Community House; Catholic Lay Missioner, Maryknoll Mission Association)</p>
<p>Pacific Lutheran University</p>	<p>While some PLU graduates pursue specialist careers in such fields as teaching, translation and interpretation, a growing number are reporting that the combination of language skills and study away experience have given them a competitive edge in a wide range of fields including international, national, and local non-profit work, business, computing and telecommunications, law, politics, medicine, counseling, journalism, social work, law enforcement, the travel industry, and activism.</p>
<p>Vassar College</p>	<p>Here is a sampling of the many career paths Vassar alumnae/i have pursued with their undergraduate degree in Hispanic Studies (may have pursued further education).</p> <p>Banking (commercial/retail), Offshore Trust Coordinator at UBS AG</p> <p>Community Service, Program Director at Alternatives in Action</p> <p>Education – Secondary, Coordinator of Foreign Language/ESL, Massapequa High School</p> <p>Education Association/Foundation/Research Org, Executive Director of the Reading Reform Foundation of New York</p> <p>Health Care Facility/Program, Multicultural Education Program Coordinator at Planned Parenthood of Nassau County</p> <p>International Relations/Development, Deputy Director of the Governance Office at the U.S. Agency for International Development</p> <p>International Relations/Development, Senior Program Manager at the National Democratic Institute for International Affairs</p> <p>Planning/Housing-Regional/City, Planner at Bucks County Planning Commission</p>

	<p>Social Change/Human Rights/Animal Rights, Coach at AIDS Legal Network</p> <p>State/Local Legislative Government, Chief of Staff at NY State Assembly</p>
Central College, Iowa	<p>Here are some of the things that Central College graduates with Spanish majors are doing now:</p> <p>Family Development Specialist, Hispanic Educational Resources, Des Moines, IA</p> <p>Grad Student in Latin American Studies, University of Connecticut, CT</p> <p>High School Spanish Teacher, Dowling HS, Des Moines, IA</p> <p>HS Bilingual Teacher, Storm Lake Community Schools, IA</p> <p>Information Analyst, Principal International, Inc., Des Moines, IA</p> <p>Investments, Principal Financial Group Foundation, Des Moines, IA</p> <p>Librarian, Popular Creek and Melrose Library, Palos Hills, IL</p> <p>Marketing Analyst, Katun Corporation, Bloomington, MN</p> <p>Medical Student, University of Iowa, Iowa City, IA</p> <p>Mental Health Worker, CIP Passageway, Minnetonka, MN</p> <p>Pension Compliance Associate, Principal Financial Group Foundation, IA</p> <p>Program Asst. Vice Principal, Orange County Science School, CA</p> <p>Project Business Consultant, The Principal Financial Group, Des Moines, IA</p> <p>Recruiting Assistant, Aureus Executive Solutions, Omaha, NE</p> <p>School Social Worker, Heartland Area Education Agency, IA</p> <p>Special Agent, Iowa Division of Narcotics</p> <p>Bilingual Customer Service Representative, New York Life, NY</p> <p>Bilingual Assistant, Muscatine Community Schools, IA</p>

Student Demand

According to a report released by the Modern Language Association and funded by the US Department of Education, more college students in the US are studying languages than ever before. (*Enrollments in Languages Other Than English in United States Institutions of Higher Education*, Fall 2006). Over 1.4 million college students were enrolled in language courses in Fall 2002. Language enrollments are at the highest since the 1960s, and Spanish is by far the language most in demand by students in the United States at the present time. The Modern Language Association reports that more than 50% of students who study foreign languages take Spanish. (see Table 2)

Table 2. TOTAL ENROLLMENTS IN KEY FOREIGN LANGUAGES

Spanish	
1980	379,379
1990	533,944
1995	606,286
1998	656,590
2002	746,267
2006	746,267
French	
1980	248,361
1990	272,472
1995	205,351
1998	199,064
2002	201,979
2006	201,979
Chinese	
1980	11,366
1990	19,490
1995	26,471
1998	28,456
2002	34,153
2006	49,522
Russian	
1980	23,987
1990	44,626
1995	24,729
1998	23,791
2002	23,921
2006	23,921

Arabic

1980	3,466
1990	3,475
1995	4,444
1998	5,505
2002	10,584
2006	21,168

NOTE: 2006 figures are estimates.

SOURCE: Modern Language Association (1980-2002 data); *Chronicle* reporting (2006 estimates)

Although many students initially study Spanish to fulfill a requirement, there is evidence that a growing number of them want to continue beyond the required courses because they believe Spanish will be useful to their careers. Rosemary Feal, Executive Director of the MLA, explains, “Students increasingly see their futures taking place in a multilingual world, and they want language preparation to help them function in that world. Students recognize that having the ability to function across cultures and languages is an enormous advantage.”³ The MLA report concludes that trends in language enrollments appear to mirror significant national and global developments, including the steady increase of Spanish-speaking residents in the United States and US business partnerships with Latin American countries. According to the MLA survey, 99.8% of the 2,801 accredited, not-for-profit, degree-granting colleges and universities in the United States regularly teach Spanish.

These findings are substantiated by enrollments at universities across the country. The number of Spanish/ Hispanic studies majors at the University of Washington Seattle indicates steady growth over a seven-year span. (See Table 3.)

Table 3. University of Washington Seattle: Spanish/ Hispanic Studies majors

Academic Year	Number of majors
2001-2002	213
2002-2003	307
2003-2004	311
2004-2005	363
2005-2006	369
2006-2007	342
2007-2008	481

³ http://www.mla.org/pdf/release11207_ma_feb_update.pdf

In a related field, Latin American Studies, the number of majors on the Seattle campus has grown from 214 in 2001 to 297 in 2008. These figures suggest a strong interest in Latin America as a content area, as well as support for an interdisciplinary focus in the curriculum.

With regards to UWT, in the Winter survey 2010, around 32% of students (142 out of 405 students) stated that they would be somehow interested in pursuing a B.A in Hispanic Studies. See the data below:

UW Tacoma is considering offering new undergraduate majors or concentrations. Please tell us about your level of interest in these majors or concentrations.

BA in Hispanic Studies

Total responses (N): 405 Did not respond: 26

Answer	Frequency	Percentage
Not interested	273	67.41%
Somewhat interested	60	14.81%
Interested	30	7.41%
Very interested	31	7.65%
I would major if offered	11	2.72%

Anecdotally, and to support our claim of the need for a Hispanic Studies major, it is important to state the fact that some of our best students in the Hispanic Studies minor at UWT decided to transfer to other universities in the State due to the fact that they could not continue their studies of Spanish at UW-Tacoma.

At the community level, there is also some interest in the major but lower. According to the data from the survey done in 2009 in the Tacoma community colleges, around 7% of the students surveyed were interested in either pursuing Hispanic Studies or Foreign Languages (12 students out 142 surveyed). Even though the numbers are lower at the community college level, we believe that by building the Hispanic Studies major and working with the community colleges so that they increase their Spanish language offerings (so far they offer mainly elementary level classes) more transfer students will be interested and able to major in Hispanic Studies.

At the University of Puget Sound in Tacoma, more than 500 students enrolled in Spanish classes in fall semester, 2008. While some of these numbers represent lower division enrollment to fulfill the foreign language requirement, approximately 190 students are enrolled in upper division Spanish language and culture classes. The number of majors is not available but these enrollment numbers show that Spanish at the upper division is in demand by students.

Western Washington University reports that they have 132 Spanish majors enrolled in their program in fall 2008. Given the university's current undergraduate enrollment of approximately 10,000 students (the target set for UWT in five years for full build-out), we can anticipate that the number of Hispanic Studies majors at UWT will meet or exceed this figure by year five of the program.

Community college enrollment in Spanish classes tends to be very high at the first-year level because it is a way to fulfill the foreign language requirement, but Spanish at the 200 level

generally attracts a relatively low number of students, with an average between 15-20 students per year taking 201-202-203. Spanish teachers at the community colleges explain that these low numbers do not reflect a lack of interest in Spanish but, rather, the student's way of prioritizing time and energy before transferring to a four-year institution. They claim that many students in community college do not have a clear idea of what they will major in when they transfer to another school, and they are usually advised to take "prerequisites" and general education classes, which do not include intermediate level foreign language. According to teachers at Tacoma Community College, Pierce Community College, and Highline Community College, the lack of a Spanish major at UWT has also contributed to some students' decisions to not take more Spanish at their schools, since the students saw no clear way to develop their interest into a major once they transferred to UWT. For the past eight years, these community college instructors have encouraged UWT to develop a major in Spanish/ Hispanic Studies because of perceived need and demand. They believe the existence of a Hispanic Studies major at UWT will encourage more students at community colleges to take second-year Spanish classes. In this sense, the major will benefit them as well as us.

The growing demand for Spanish as a major is evident nationwide. For example, at the University of North Carolina Wilmington, a young branch campus with a current enrollment of about 12,000 students, the number of Spanish majors has increased from about 40 to about 220 over the past nine years. In addition, they report they have about 350 students who are minoring in Spanish. North Carolina, like Washington State, has recently experienced a "boom" in the number of Latino/a residents, and the demand for Spanish reflects the state's need for more workers who are proficient in Spanish.

John Lipski debunks some of the myths surrounding the study of Spanish at US universities, such as the notion that students take Spanish because it is "easy," it is familiar to them from high school, or because it is the largest, most visible presence in language departments on campus, making Spanish the "default" language. He explains that at Penn State University, where additional sections of Spanish are blocked for enrollment until classes in other languages fill, parents and students flood the dean's office with demands that more Spanish be offered because it is the students' first choice. He attributes this attitude to the students' belief that Spanish is the most useful language for their future careers. Lipski explains:

Spanish is not only the de facto second language (when not the first language) of the United States, but its more than 400 million speakers worldwide have made Spanish one of the top languages of international trade and communication, ranking from fourth place to second depending on the criteria. Programs in business Spanish, translation, and international studies have burgeoned at many colleges and universities, and not just in the traditionally Spanish-speaking urban regions. Courses in the culture of Spain, of Latin America, and – increasingly – of Latino groups in the United States are also on the upswing. Surveys of students requesting Spanish courses – from entering freshmen satisfying language requirements to undergraduate majors and minors – put usefulness in the first place as the reason for picking Spanish. ..Spanish is useful, not just for reading the instructions on a box of frozen enchiladas but also for aspiring to a vast array of interesting and challenging job opportunities, for interacting

effectively with millions of our neighbors both in this country and abroad, and for understanding and appreciating a very large, diverse, and significant portion of the world.⁴

Lipski claims that “university administrations need to acknowledge that for many – perhaps for most – college students, Spanish is well on the way to dropping its foreign status, to take its place among the knowledge and skills required by well-rounded university graduates.” He concludes that “A university that does not give its students the opportunity to study Spanish thoroughly and critically will be shortchanging future generations of educated Americans for whom Spanish will play an important role.”

Lipski stresses that Hispanic Studies programs do not merely offer instruction in a foreign language but, more importantly, offer “windows into other peoples and world, essential in ensuring an education that staves off isolationism and intolerance...”

Community Demand

According to a report in the *Seattle Times* (August 21 2008), the Washington State Office of Financial Management estimates that the Hispanic population in the state will reach one million by 2030, or double current levels. An increase in immigration and higher birth rates among Hispanics living in the US mirror a national pattern that suggests the Hispanic population of the US will triple by 2050, making Hispanics 25-30% of the total US population. (US Census Bureau)⁵

This increase in the Spanish-speaking population in Washington State will have as a consequence a greater demand for linguistically competent and culturally sensitive employees in the workforce. Ben Cabildo, Executive Director of the African-American, Hispanic, Asian, and Native American Business and Professional Organization (AHANA) in Washington State, reports that businesses are recognizing the shift in population and responding by targeting Hispanic groups in their marketing and hiring. According to Cabildo, "If it's a growing population, then it's a growing market;" as a result, "a lot of companies are understanding that growth and trying to leverage that for their businesses."⁶ Cabildo notes that over the last year demand has been rising from companies that want to hire Spanish speaking employees and/or train their employees in conversational Spanish and sensitivity to Hispanic culture.

UW Tacoma must be proactive and develop a BA degree in Hispanic Studies to ensure an adequate supply of linguistically and culturally-proficient workers who can meet the needs and

⁴ John Lipski, Penn State University, “Rethinking the Place of Spanish”, PMLA, Vol. 117 No 5 October 2002

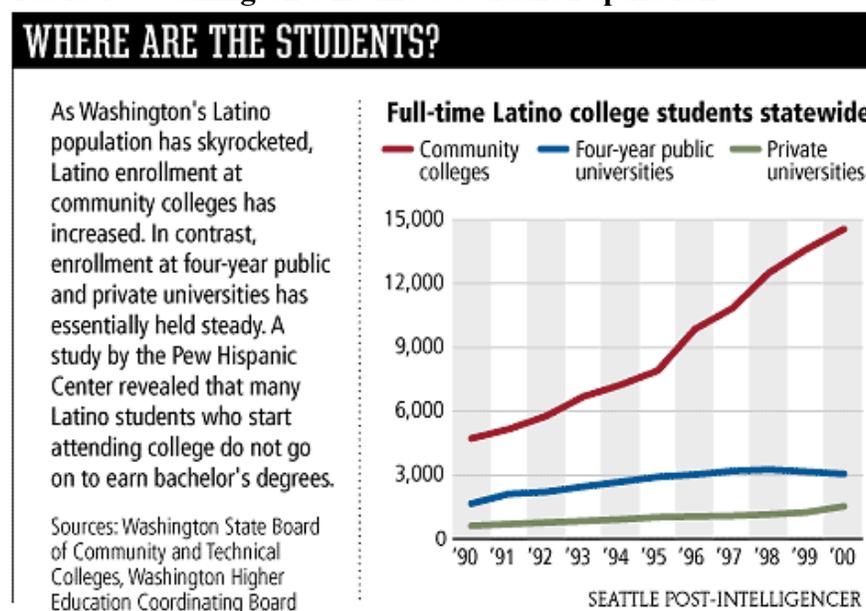
⁵ “Stats shows Hispanics in state have 1 in 5 babies” *Seattle Times* August 21, 2008 http://seattletimes.nwsource.com/html/localnews/2008128719_hispanic21m.html; “U.S. Latino Population Projected To Soar Forecast Predicts Tripling by 2050” *Washington Post* 12 Feb 2008 <http://www.washingtonpost.com/wp-dyn/content/article/2008/02/11/AR2008021101294.html>

⁶ “Hispanics said new target market” *Journal of Business* May 17 2007 http://findarticles.com/p/articles/mi_qa5289/is_200705/ai_n21240383

demands of an increasing Latino population in the state. At the same time, the Hispanic Studies major can be an effective recruiting tool for bringing more Latino students to campus. Courses designed specifically for their needs, along with a visible representation of their culture on campus, will make UWT a more welcoming environment for these students. This goal supports the 2008 Strategic Master Plan for Higher Education in Washington with regard to a focus on diversity and a higher level of educational attainment for minority students. The Master Plan considers it a moral obligation of our society to enroll and graduate low-income students and students of color, and has stated as one of its objectives to “increase the number and percentage of underrepresented students, staff, and faculty of color in postsecondary education”. Currently, Hispanic/ Latino students are underrepresented at UWT, making up only approximately 6.8% of the total student population.

The option of a Hispanic Studies major at UWT will directly contribute to improved graduation rates for the Hispanic/Latino students on campus. According to a study done in 2003 by the Pew Hispanic Center, although Latino high school students have been entering colleges at an increasing rate, “the high enrollment is not translating into high graduation rates.” In fact, “just 16 percent of Latinos earn four-year degrees by age 29, compared with 37 percent of non-Hispanic whites and 21 percent of African Americans”⁷ (see table 4)

Table 4. Washington’s Latino/a Student Population



According to Linda M. Creighton, one of the factors influencing graduation rates for Latino students (in addition to financial situation, academic self-concept, family support, etc.) is the racial climate and the presence of an ethnic community on campus. Research carried out in 2000 on Hispanic student retention reported that “finding a Hispanic community on a predominantly White campus had a positive impact on retention. By meeting other Hispanics, students are better

⁷ “For Latinos, money's a barrier to college. Many must overcome tradition, legal status to get a higher education” *Seattle Post-Intelligencer* May 19 2003 http://seattlepi.nwsourc.com/local/122617_latino19.html

able to cope with the college environment. Students need to feel that they matter and have a sense of belonging to succeed in college. If students feel ignored and unaccepted by other students, faculty, or staff, they feel marginalized and are much less likely to persist in college.”⁸ A major in Hispanic Studies at UWT would provide a positive model of self-representation for Latino students, which would imbue them with a sense of pride about their ethnic identity. At the same time, it would allow non-Latino students to better understand and appreciate the culture of that increasing population.

3. Support of the Statewide Strategic Master Plan for Higher Education

The two main goals of the Strategic Master Plan for Higher Education 2008 are: to create a “high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships” and to create “a higher education system that drives greater economic prosperity, innovation and opportunity.” In order to achieve this, we need to raise the levels of educational attainments by fostering partnerships between higher education institutions and high schools, expanding the efforts for outreaching adults to facilitate their access to a college education and targeting minorities. According to the Strategic Master Plan: “Our growing population includes more people who have not fared well in our education system—the poor, people of color, and immigrants. Poverty is the single most powerful risk factor for lack of academic attainment among children, and people of color—particularly Latino, Native American, and African American people—who have disproportionately low incomes. Differences in culture, race, and language are growing in our state, and they also play an important role in how both children and adults learn, and what they need from our education system.” In this sense, the Hispanic Studies major at UW-Tacoma will provide Latino students with tailored courses that will enhance their experience in college and their preparation once they graduate to enter the job market. Additionally, the Hispanic Studies major will support the Strategic Master Plan in its goal to foster diversity. The offering of this major at UW-Tacoma will attract a diverse student population, including Latino students who will feel more welcome and included in a campus where their culture is appreciated.

Another goal of the Strategic Master Plan is to promote economic growth and innovation. In our increasingly multicultural state, there are specific needs in the workforce that majors in Hispanic Studies will meet. Their proficiency in Spanish and their ability to navigate between cultures will be key for the state’s goal of competing in a global economy.

4. Relationship to Other Institutions

A major in Spanish/ Hispanic Studies is a standard component of Liberal Arts programs at universities nationwide. For example, in Washington State, a BA degree in Spanish/ Hispanic Studies is offered at the University of Washington Seattle, University of Puget Sound, Pacific

⁸ “Factors Affecting the Graduation Rates of University Students from Underrepresented Populations” Linda M. Creighton. *International Leadership Journal For Leadership in Learning*, 11 (7) July 15 2007. <http://www.ucalgary.ca/~iejll/volume11/Creighton.htm>

Lutheran University, Washington State University, Western Washington University, Central Washington University, Eastern Washington University, Whitman College and other major institutions. The demand for Spanish is growing as the Hispanic population of the nation (and the state) increases.

The creation of a Hispanic Studies major at UWT will make us more competitive with other universities in the region, who already have this popular major. At the same time, the Hispanic Studies major we propose for UWT has two distinct characteristics that distinguish it from most other existing programs: it is interdisciplinary in focus, with a strong emphasis on the contemporary culture of Latin America, and it offers practical skills-based language classes for students who want to pursue careers in a variety of fields. We are not duplicating what is already offered at other universities but, rather, creating a program of study that is consistent with the goals and mission of UWT.

This program is innovative and will be at the cutting edge of teaching foreign languages and cultures. In 2007, the Modern Language Association (MLA) published the report *Foreign Languages and Higher Education: New Structures for a Change World* with the association's recommendations for the restructuring of traditional foreign language majors so that college students are better prepared to face the challenges of globalization and an increasingly multicultural USA. The report proposed a concept of language not only as a skill used for communicating thought and information, but also as "an essential element of a human being's thought processes, perceptions, and self-expressions." Therefore, the study of language would be instrumental to develop "translingual and transcultural competence" (3).

The report also criticizes standard configurations of university foreign language curricula, in which language courses seem to simply feed into core courses focused on canonical literature (in the case of Spanish, the traditional class on *Don Quijote* and Golden Age literature). Usually, this creates a division between those who teach language (non-tenured track faculty) and those who teach literature (tenure-track). There is hardly collaboration between both groups. This rigid and hierarchical model gives more weight to literary studies in the upper-division curriculum, "devalues the early years of language learning, and impedes the development of an unified language-and-content curriculum across the university sequence" (4).

The MLA report recommends the creation of more interdisciplinary courses at all levels, so that even language courses are imbued with cultural content. This is one of the main goals of the Hispanic Studies major we proposed: "to situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning" (6). While most of the Spanish/Hispanic Studies majors offered at universities in the region emphasize the traditional separation between language and culture (in part due to the lack of collaboration between instructors and tenure-track faculty), we propose a model of intense collaboration between tenure and non-tenure track faculty. Language classes (lower as well as upper division) will be taught by both types of faculty in collaboration. Our language classes, though focusing on the development of specific set of skills in our students, will incorporate a strong cultural content (popular culture, news, radio, TV shows, music, dance, art, literature, etc). In the same way, our curriculum will offer courses that are fully interdisciplinary, emphasizing cultural content and

also language proficiency. The goals of the Hispanic Studies major at UWT will comply with the vision the MLA report establishes for this new kind of foreign language education:

In the course of acquiring functional language abilities, students are taught critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception. They acquire a basic knowledge of geography, history, culture, and literature of the society or societies whose language they are learning; the ability to understand and interpret its radio, television, and print media; and the capacity to do research in the language using parameters specific to the target culture (5)

Another important part of the Hispanic Studies major in UWT will be the requirement that all our students choose either a Study Abroad option or take Experiential Learning credits. In this sense we follow closely requirements at the UW-Seattle campus. If we sincerely want our students to develop translingual and transcultural competence, it is necessary for them to interact face-to-face with people from the cultures they are studying. As little as ten years ago, the expectation that students would study abroad may not have been realistic, but statistics show that today more students than ever before are opting to participate in Study Abroad programs today as part of their university experience. For example, the US State Department's Bureau of Educational and Cultural Affairs reports that between 1991 and 2004, the number of students at US universities who participated in Study Abroad programs increased by 145%. (Institute of International Education, Nov. 15, 2004).

At the University of Washington, there are multiple Study Abroad programs already in place that will take our students to Spanish-speaking countries (Mexico, Cuba, Argentina, Spain, Chile, Dominican Republic, Ecuador, Bolivia, Panamá). We recognize, however, that travel is not possible for all students, so we also offer the option of working with the local Hispanic community through an Experiential Learning internship. Unfortunately UW Tacoma has no specific administrative unit yet like the UW Carlson Center to secure and coordinate service learning and/or internship opportunities with institutions, businesses, and community organizations within the South Sound. Nevertheless, the UWT Career Center does coordinate some internship for UWT students.

Additionally, among the projects set to be established in the near future is the creation of an Experiential Learning office at UWT to serve multiple majors. The majors in Hispanic Studies will be able to take advantage of this office. For the past eight years, individual students in the Hispanic Studies minor have sought out opportunities on their own for an internship in the South Puget Sound area in order to develop work skills in Spanish. Once the major is in place, this will no longer be practical due to the increased number of students. Therefore, we plan to hire in Year One of the major a Professional Staff person who will (among other duties) work as liaison with the South Sound Latino community. This person will connect with schools in the area to survey the needs of Latino children and provide an opportunity for our students to tutor these children in Spanish or work as teacher's aides. This person also will be in contact with different Latino organizations in the area, such as El Centro Latino in Tacoma and The Washington State Commission on Hispanic Affairs in Olympia, and will be able to provide our students with volunteer and internship opportunities to fulfill the Experiential learning requirement. Some of

the opportunities in El Centro Latino, for example, include: Spanish GED tutor, ESL tutor, Field Trip Coordinator, Pre-K Bilingual Paraeducator, Youth tutor, and After school tutor.

In addition, we hope that local businesses and health organizations that work with the Latino community will provide opportunities to our students for internships. Students may also elect to do Internships in Cuernavaca, Mexico, as student teachers (with bilingual students) at the Colegio Cuernavaca, at local newspapers or radio stations, in offices, working with video production and/ or computer skills, or in another kind of business. Once the Experiential Learning Office at UWT has been created, our professional staff person will be able to work in collaboration with them to promote more experiential learning opportunities for Hispanic Studies majors.