

TO: 2021-22 Chair of Senate Executive Committee
FROM: Sarah S. LeBlanc, Chair, Curriculum Review Subcommittee (20-21)
DATE: April 15, 2021
SUBJECT: ILCS Proposal for Minor in Professional Spanish

The Curriculum Review Subcommittee supports the proposal from the ILCS Department for their minor in Professional Spanish. We find that the proposal requires no Senate review.

Approving

Not Approving

Absent

Jaiyanth Daniel
Behin Elahi
Laurel Campbell
Shannon Johnson
Carol Lawton
Sarah LeBlanc
Haowen Luo

Teresa Hogg
Sierra Miller

Terri Swim, exofficio (non-voting member)

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 50% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

PFW
Request for a New Minor

Proposed Title of Minor: **Spanish for the Professions** _____

Department Offering the Minor: **International Language and Culture Studies** _____

Projected Date of Implementation: **Fall 2022** _____

I. Why is this minor needed? (Rationale)

According to "[Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers](#)," the 2019 report from the American Council for the Teaching of Foreign Languages (ACTFL), the organization that has "become synonymous with innovation, quality, and reliability in meeting the changing needs of language educators and their learners" (ACTFL, "[About](#)"), 9 out of 10 employers in the United States rely on employees with skills other than English. Of the 90% (i.e. the vast majority) of companies that need people with skills other than English, a full one third of them report a "high dependency" on employees with these skills, and almost 70% of employer demand is to meet needs that are either "domestic only" or "mostly domestic." Importantly, 56% of employers (i.e. most employers) say that their foreign language demand both increased over the past 5 years and will continue to increase over the next 5 years. 1 in 3 language-dependent businesses reported a language skills gap, and 1 in 4 U.S. employers lost business because their employees lacked the necessary language skills. As the report says, the lack in "foreign language skills has an impact on the bottom line."

If companies do not recruit employees with the necessary foreign language skills, they lose business, something, according to the report, that is true even for businesses that do not report a language skills gap. For example, even 10% of businesses that do not report a language skills gap still lost business opportunities due to a lack in foreign language skills in their workforce. Foreign language skills are essential for business growth. 96% of the world's consumers, the vast majority of the world's purchasing power, numerous suppliers and many production and logistics partners lay outside the U.S. borders and employ many people who do not speak English. If companies are not prepared with a labor force capable of speaking languages other than English, they see a real dollars and cents impact that amounts to a significant loss for individual businesses but also, and more importantly for a metropolitan university like ours, a significant loss to the region that labor force supports. These are good-paying jobs that went elsewhere, revenue that went elsewhere, a tax base that went elsewhere, opportunities to grow a company than went elsewhere.

As the report notes, the need for foreign language skills cuts across job categories (see Table 11 below from the ACTFL report). Moreover, students who possess these skills are immediately more marketable. Or, to put it slightly differently, students who graduate without significant proficiency in a second language are less marketable than students who are proficient in two or more languages.

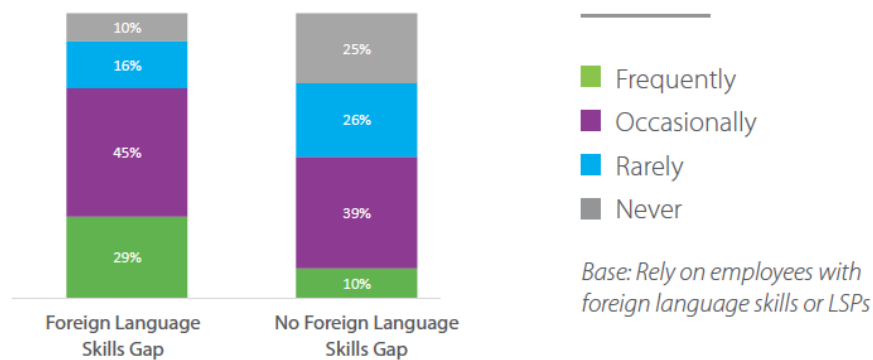
Table 11: Departments That Require Employees With Foreign Language Skills, by Sector

		Sector						
		Construction	Manufacturing	Hospitality & Travel	Professional & Technical Services	Healthcare & Social Assistance	Education Services	Trade
Department	Customer service	40%	34%	61%	54%	68%	50%	55%
	Production	38%	28%	7%	13%	10%	9%	16%
	Sales	35%	41%	33%	32%	25%	16%	52%
	Administrative	28%	8%	9%	16%	19%	26%	19%
	Marketing	21%	18%	14%	22%	13%	18%	21%
	Purchasing	19%	14%	11%	8%	5%	7%	20%
	Management	18%	22%	21%	17%	17%	12%	25%
	Accounting/finance	17%	7%	7%	10%	13%	4%	10%
	IT	17%	17%	10%	27%	16%	16%	17%
	Legal	11%	5%	2%	13%	9%	7%	10%
	Across all departments	10%	15%	17%	11%	13%	12%	9%
	R&D	9%	7%	8%	15%	7%	8%	6%

According to the ACTFL report, there is significant demand among employers for employees with foreign language skills, and this is true for companies that produce for, import from and export to the international market as well as for those that provide services for the domestic market alone. For example, among those who report a reliance on foreign language skills for their business, the following percentage of companies (listed by sector) indicate a foreign language need for the domestic market only: healthcare and social assistance (64%), education (52%), construction (51%) and hospitality/travel (47%). The sector reporting the most reliance on workers' foreign language skills to access and negotiate the international market is the manufacturing sector. 74% of manufacturers reporting a reliance on their workers' foreign language skills indicated that those skills support gaining new business or supporting existing business internationally.

There is a clearly demonstrated foreign language skills gap in today's workforce, one that is difficult for employers to "train up." And yet, despite reporting a skills gap, the ACTFL report also indicates that a significant number of employers downgrade the importance of foreign language skills in their job postings out of fear of an inability to attract applicants for a position. In other words, they don't want to dissuade potentially good candidates from applying and so intentionally downgrade the importance of foreign language skills for the job. 81% of foreign language-dependent employers report that they have "deliberately downgraded" foreign languages from an "essential" or "must have" skill because they know that their available pool of applicants likely are not prepared with the necessary foreign language skills. (see Figure 19 from the ACTFL report). As noted above, they have to pay the price in lost business or go through the extremely difficult work of training a full-time employee with numerous other responsibilities the additional "skill" of a whole language system.

Figure 19: Downgrade Importance of Foreign Language Requirement in Recruitment Ads: Foreign Language Skills Gap vs. No Gap



This kind of language learning functions better when it is seen as a complement to students’ areas of study and when it is clear to students that their language learning not only enhances their ability to find a job upon graduation (because they are filling a demonstrated foreign language skills gap) but also that they will be better prepared to help their employer identify problems and opportunities as well as develop innovative solutions that may not have been otherwise understood or available. This is so because along with learning their second language they will also develop global awareness and intercultural competence, which are skills embedded within the foreign language curriculum at the university.

In short, this proposed Spanish for the Professions minor program will help our department fill a demonstrated skills gap in the labor market. As importantly, it will teach students how their language learning can benefit them and their goals while at the same time serving students our department does not currently serve and connecting them with students in our Spanish minor and major programs. Beyond the possibility of preparing students to fill a gap in the labor market and providing them with language proficiency, critical thinking, analytical ability, global awareness and intercultural competence, this program also will meet demonstrated needs at the university (as evidence in the strategic plan) and in the community.

II. List the major topics and curriculum of the minor

This new minor differs from our traditional Spanish minor in a variety of ways. Aside from taking one of the professions focused courses below where students will study grammar in professional contexts, specialized vocabulary and the cultural, ethical and representational issues at play with foreign language use in a variety of professional contexts, the Spanish for the Professions minor differs from the Spanish minor in several other ways:

1. In SPAN 275 (required for the Spanish minor and the Spanish for the Professions minor), students will have the option of choosing a slate of written assignments oriented toward the Spanish for the Professions minor that will provide practice with the kinds of writing students will see in professional contexts.
2. Students in the Spanish for the Professions minor are required to take Spanish Conversation and Diction while students in the Spanish minor are required to take Spanish Grammar. Students in the Spanish minor often choose Spanish Conversation and Diction as their elective, and students in Spanish for the Professions could choose to take Spanish Grammar as an elective. The goal in requiring Spanish Conversation and Diction for the Spanish for the Professions minor is to increase proficiency in speaking and listening, which are two primary skills students need in the workplace. Reading and writing are developed more fully in SPAN 275. And students in the Spanish for the Professions minor will review targeted grammar points within the professional contexts of the Spanish

for the Professions classes listed below. It is always the case that students can choose to take additional courses in Spanish as free electives even if they are not required for completion of the program.

3. Students in the Spanish minor are required to take SPAN 301, an overview of literary production and analysis in the Spanish-speaking world. Students in the Spanish for the Professions minor are required to take Ethics of Language Use in Professional Practice (proposed SPAN 32101), which will be a service-learning course that will offer students “best practices” for using Spanish in various professional contexts. Given the focus of this program minor, this course will serve students well in their professional fields.
4. Students completing the Spanish for the Professions minor will complete a one-credit Practicum, which will be either an internship experience or the crafting of a professional portfolio demonstrating their Spanish language abilities across the four skills: speaking, listening, reading, writing.
5. The Spanish for the Professions minor is 19 credits while the Spanish minor is 15 credits. This ensures that students in both programs have the same access to language practice and acquisition, but the Spanish for the Professions minor is a little more rigorous to account for the practical and ethical issues of dealing with foreign language and language rights in professional contexts.

We provide a comparative table of requirements here with a detailed description of the Spanish for the Professions minor program to follow below.

Spanish Minor	Spanish for the Professions Minor
SPAN 20401 (3 credits)	SPAN 20401 (3 credits)
SPAN 27500 (3 credits)	SPAN 27500 (3 credits)
SPAN 30101 (3 credits)	SPAN 31700 (3 credits)
SPAN 31100 (3 credits)	SPAN 32101 (3 credits)
one SPAN elective 3000+ (3 credits)	SPAN 20600 (1 credit)
	one Spanish for the Professions course (3 credits) [see list below]
	one SPAN elective 3000+ (3 credits)
Total Credits: 15	Total Credits: 19

III. What are the admission requirements?

Students can declare the minor at any point during their university career, but they will not be able to take the first class in the minor until they have demonstrated the necessary proficiency to begin taking SPAN 204 (either completion of SPAN 203 or placement in 204 via the department’s language placement process).

IV. Describe student population to be served.

Undergraduate students from a variety of fields. The first targeted group will be students from Criminal Justice and Public Administration, but the goal of the program is extend opportunities for language and culture study (with a clear credential (a completed minor) associated with it) to students from across the university.

V. How does this minor complement the campus or departmental mission?

As the College of Arts and Sciences is split into two new colleges and the College of Professional Studies is dissolved, the Department of Criminal Justice and Public Administration will be joining the new College of Liberal Arts. Our department, in conversations with the faculty of the Department of Criminal Justice and Public Administration, has developed a program that would be feasible for students in this department and would provide students learning the language for the first time ample opportunity to develop these new skills as well as providing heritage speakers of Spanish (those who grew up speaking Spanish) the academic and professional tools they'll need to succeed in using their language in the workplace. As noted in the [ACTFL overview of foreign language in law enforcement professions](#), this professional credential for heritage language speakers could provide a pathway to hiring bonuses and additional pay increases because of these additional skills while at the same time helping law enforcement agencies meet goals to diversify their labor force and improve their ability to support, serve and care for all communities. As an article in the *Journal Gazette* points out, bilingual law enforcement professionals are among the goals local agencies have. This minor program can also work to support students pursuing social support, non-profit and advocacy professions as well as those seeking degrees in a variety of other programs. A letter of support from Professor Mbuba, chair of the Department of Criminal Justice and Public Administration, is included with this proposal.

VI. Describe any relationship to existing programs within the university.

The department will continue to offer the Spanish minor along with the minor in Spanish for the Professions. The goal with the new program is to serve students we do not currently serve. Students may only pursue one of the two minors. Students in the Spanish minor may take a course in the Spanish for the Professions as their elective Spanish course. Similarly, students in Spanish for the Professions would be able to take a culture, literature, linguistics or film course as an elective or take a second Spanish for the Professions course as their Spanish elective. Students pursuing the major in Spanish would be able to take the Spanish for the Professions courses listed below as general electives for the degree, but Spanish for the Professions courses would not count toward major requirements.

VII. List and indicate the resources required to implement the proposed minor. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.). *

This program will use existing resources. The table below demonstrates a typical Fall/Spring course rotation that services the major and minor programs.

Fall	Spring
SPAN 204	SPAN 204
SPAN 275 (two sections)	SPAN 275 (one section)
SPAN 301	SPAN 301
SPAN 311	SPAN 311
SPAN 317	SPAN 317
400-level linguistics class	400-level Latin American literature class
400-level Peninsular literature class	400-level culture class

In a typical academic year, students enrolled in the Spanish minor and Spanish major have access to all courses that are required for the program.

In order to implement the Spanish for the professions minor, we will need to offer the proposed SPAN 32101 (Ethics of Language use in Professional Practice) at least once per year. In the past we have offered two sections of SPAN 275 in the spring as well but have reduced to one section in the spring due to enrollment issues. It is logical to offer SPAN 32101 in the spring semester since the students transitioning from SPAN 275 (typically students who completed SPAN 204 the previous spring/summer or native speakers who have placed out of the basic language program) will be able to enroll in the next course in the sequence, which would be either SPAN 301 (Spanish minor) or SPAN 32101 (Spanish for the Professions minor).

In addition to the proposed SPAN 32101, we will need to offer a Spanish for the Professions course (see list below) on a regular basis. To do this initially, the strategy we will pursue is in rotating academic years offering SPAN 317 and SPAN 311 only once per academic year. A proposed course rotation would look like the following, thus enabling any student enrolling in the Spanish for the Professions program to have consistent access to required courses:

Proposed Academic Year 1

Fall	Spring
SPAN 204	SPAN 204
SPAN 275 (two sections)	SPAN 275 (one section)
SPAN 301	SPAN 301
SPAN 311	SPAN 311
Spanish for the Professions course	SPAN 32101
400-level linguistics class	SPAN 317
400-level Peninsular literature class	400-level Latin American literature class
	400-level culture class

Proposed Academic Year 2

Fall	Spring
SPAN 204	SPAN 204
SPAN 275 (two sections)	SPAN 275 (one section)
SPAN 301	SPAN 301
Spanish for the Professions course	SPAN 311
SPAN 317	SPAN 32101
400-level linguistics class	SPAN 317
400-level Peninsular literature class	400-level Latin American literature class
	400-level culture class

In addition to this change, our department has an agreement with IU Fort Wayne that their students will be able to pursue a Spanish minor that includes SPAN 322 - Spanish for the Health Professions. We piloted this course in Summer 2020 and plan to offer it on a regular basis during summer sessions, another option for students to fulfill the proposed course requirement in Spanish for the Professions.

Finally, students will be able to enroll in the Practicum (the proposed SPAN 20600) at any point after completing SPAN 32101.

VIII. A Liaison Library Memo (attached)

IX. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The program will include a practicum experience. Students will have the option of completing a professional portfolio or completing a Spanish-language internship.

Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:



March 18, 2021

Liaison Librarian Signature

Date

When developing a new degree program, major, certificate, minor, concentration, track, or specialization please review the questions below when developing your response to the library or additional resources sections. Please consult your liaison librarian for assistance.

Library Resources: Spanish for the Professions minor

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

1. Which databases/indexing sources will be used by the courses in this program?

A number of existing Helmke Library databases may be relevant, such as: Modern Language Association (MLA) International Bibliography, Linguistics and Language Behavior Abstracts (LLBA), Fuente Académica Premier, EconLit, Business Sources Premier, Nexis Uni, International Bibliography of the Social Sciences, Rosetta Stone Level One, World Scholar: Latin America & The Caribbean

2. What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Examples of relevant journals available through Helmke Library include:

Journal of Spanish Cultural Studies, 2000-current (with a 6 month embargo)
Business News Americas – Spanish, 2001-current
Hispanófila, 2003-current
Estudios Sobre las Culturas Contemporáneas, 1986-current
Anales de la literatura española contemporánea, 1981-current (with a 2 year embargo)

3. Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

Referencia Latina (provided by the Indiana State Library's INSPIRE program) – existing subscription
Oxford Reference Premium Collection (includes bilingual dictionaries) – existing subscription
McGraw-Hill's Complete Medical Spanish – e-book
World Literature in Spanish: An Encyclopedia – e-book
Spanish law dictionary : Spanish-English, English-Spanish = Diccionario de terminos jurídicos : español-inglés, inglés-español – ebook

4. Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

Additional books and DVDs to support the program can be purchased within the regular Helmke Library budget.

5. Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?

Yes, Document Delivery will be used for items not available at Helmke Library.

6. Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?

Library liaison Ann Marshall supports courses within the curriculum with online research course guides, in-class instruction and one-on-one consultations.

7. Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

8. Memo from Liaison Librarian regarding resources.

Please see separate document.