

THE UNIVERSITY OF NORTH CAROLINA
APPENDIX A: NOTIFICATION OF INTENT TO PLAN A NEW BACCALAUREATE OR MASTER'S PROGRAM

Date: 1-31-2012

Constituent Institution: East Carolina University

School/College: Thomas Harriott College of Arts and Sciences Department: Foreign Languages and Literatures

Program Identification:

CIP Discipline Specialty Title: Hispanic and Latin American Languages, Literatures, and Linguistics, General.

CIP Discipline Specialty Code: 16.0908 Level: B M X I

Exact Title of the Proposed Degree: Master of Arts in Hispanic Studies

Exact Degree Abbreviation (e.g., BS, BA, MA, MS, CAS) MA

Does the proposed program constitute a substantive change as defined by SACS? Yes No X

a) Is it at a more advanced level than those previously authorized? Yes No X

b) Is the proposed program in a new discipline division? Yes No X

Approximate date for submitting the request to establish proposal (must be within one year of date of submission of notification of intent to plan): September 2012

Proposed date to establish degree (month and year): (Date can be no sooner than six months after the date of notification of intent to plan and must allow at least three months for review of the request to establish, once submitted). August 2014

1. Describe the proposed new degree program. The description should include

A) Description of the program and a statement of educational objectives:

Admission to the MA in Hispanic Studies program will be decided based upon candidates' undergraduate GPA, GRE scores, a writing sample, and an oral interview with the graduate program director. It will consist of either 33 semester hours of coursework, or 27 sh of courses and a thesis. All non-thesis students will be required to pass a comprehensive examination upon completion of their coursework. The curriculum will include 15 sh of core courses in language, research methodologies and an engaged learning component, and 18 sh of electives (12 sh for the thesis option).

Our program will be unique in three ways. In each of these, our faculty has had special experience and/or training:

- 1) It will be the only MA in Spanish or Hispanic Studies in the state to make all courses leading to the degree available through distance education (DE) beginning in the second year, thus providing learning opportunities for students not living in proximity to any other UNC institutions. Our faculty have significant experience offering DE courses at all levels (including the graduate level), and ECU is recognized as a leader in distance education. Eastern North Carolina has traditionally been an underserved region for graduate education opportunities.
- 2) It will be the only graduate program in North Carolina in Spanish or Hispanic Studies with engaged learning and action research components. East Carolina University is classified as an Engaged University. We have been placing undergraduate students in internships for over ten years.
- 3) Our curricular structure and pedagogical approach will be unique for an MA-level program, not only in North Carolina, but in the nation.

Our MA in Hispanic Studies is based on the new standards of our professional organization, the Modern Language Association of the Americas (MLA). In May 2007, the MLA's Ad Hoc Committee on Foreign Languages report titled "Foreign Languages and Higher Education: New Structures for a Changed World" advocated "[r]eplacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole" (<http://www.mla.org/flreport>).

The MLA document directly addresses the new, specific desired outcomes we have for our graduate students: to become "educated speakers who have deep translingual and transcultural competence . . . to function as informed

and capable interlocutors with educated native speakers in the target language [and] to reflect on the world and themselves through the lens of another language and culture”. Such a program “situate[s] language study in cultural, historical, and cross-cultural frames within the context of humanistic learning” and “systematically teaches differences in meaning, mentality, and worldview . . . to help [students] consider alternative ways of seeing, feeling, and understanding things”.

Specifically, these are our outcome goals:

Goal 1) Linguistic Competence: To achieve enough proficiency in the language to converse with educated native speakers on a level that allows both linguistic exchanges and, to a lesser extent, metalinguistic exchanges (that is, discussion about the language itself). We expect our BA/BS students to graduate with writing and speaking proficiencies at an “Intermediate High” level on the American Council on the Teaching of Foreign Language (ACTFL) scale, but we will expect our MAHS graduates to achieve “Advanced Mid” levels in those skills. On the other commonly used proficiency scale, the Interagency Language Roundtable (ILR, formerly FSI) scale used for government employment, this would correspond to an increase from the “Limited Working Proficiency” or S-2 level to the S-3 or “Professional Working Proficiency” level, defined as follows:

Limited Working Proficiency:

- able to satisfy routine social demands and limited work requirements
- can handle with confidence, but not with facility, most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information
- can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge), and has a speaking vocabulary sufficient to respond simply with some circumlocutions
- has an accent which, though often quite faulty, is intelligible
- can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Professional Working Proficiency:

- able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
- can discuss particular interests and special fields of competence with reasonable ease
- has comprehension which is quite complete for a normal rate of speech
- has a general vocabulary which is broad enough that he or she rarely has to grope for a word
- has an accent which may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker.

Goal 2) Transcultural Competence: We define transcultural competence as the ability to comprehend and analyze discourse—the cultural narratives that appear in every kind of oral and written expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music. To read a cultural narrative a student should possess the following transcultural skills:

- Recognize and analyze intra- and inter-linguistic diversity
- Have knowledge of and be able to discuss some of the specific metaphors and key terms that inform Hispanic culture: e.g., “raza” in Latino culture, the “Special Period” in Cuba, “los desaparecidos” in Argentina, “the two Spains.”
- Have some understanding of how a particular background reality is reestablished on a daily basis through discourses such as:
 - the mass media
 - literary and artistic works as projection and investigation of a nation’s self-understanding
 - the social and historical narratives in literary texts, artistic works, the legal system, the political system, the educational system, the economic system, and other social systems
 - stereotypes of both self and others, as they are developed through texts
 - symbols or sites of memory in the broadest sense, including buildings, historical figures, popular heroes, monuments, culture-specific products, literary and artistic canons, landscapes
 - major competing traditions such as views of the nation that are secularist or religious
 - historiography

Thus, students will become autonomous, self-reflective learners capable of employing the linguistic, critical thinking, and research skills acquired toward their own professional and personal goals. Moreover, students will be encouraged to present their research at conferences and to submit it to be considered for publication (four of our students have presented papers, two of which have been published).

In order to achieve these outcome goals, our courses use as a specific model one such innovative curriculum, the "Developing Multiple Literacies" (DML) program used in the German Department at Georgetown University (<http://www1.georgetown.edu/departments/german/programs/undergraduate/curriculum/manuscripts/>). In fall semester of 2009, the Hispanic Studies faculty participated in a two-day seminar by the creator of the DML model, Professor Heidi Byrnes. A group of three professors also followed up this training in spring of 2010 by visiting classes given in the Georgetown program.

Based on this experience, the courses will differ from our present offerings and courses at other institutions for the following reasons:

- The curriculum will consist of two parts: a core curriculum that serves to give a diverse group of students a common theoretical and methodological foundation on which to build, and an advanced curriculum in which students work in depth with a limited number of topics. The core will be unique, as it will include a course on how to design action research projects, and a second one in which they carry out their projects while performing service activities with the Hispanic community. After completion of the core, there is no distinction between language, culture, and literature courses.
- Nor is any distinction made between "peninsular" and "Latin American" courses in the curriculum as in traditional programs. Half of the advanced courses offered will be structured chronologically so that students may immerse themselves in the world views of each time period and compare them to those of non-Hispanic cultures, the other half will be thematically focused.
- The chosen themes and topics are presented through a diversity of textual resources using a variety of media, with the goal of achieving a sufficient level of linguistic and cultural competence to function successfully in a professional environment using an appropriately formal register.
- In all courses, students compare and contrast their native language and cultural assumptions with those of the Spanish-speaking world.

This curriculum also reflects what we already do in our scholarly pursuits and pedagogical practices: work in creative ways to cross disciplinary boundaries, incorporate the study of all kinds of material in addition to the strictly literary, and promote wide cultural understanding through research and teaching.

The program will be a hybrid of DE and traditional classroom delivery methods. The first year all courses will be delivered face-to-face. Beginning in the second year, two courses per semester will be offered entirely DE, employing a combination of synchronous and asynchronous instruction, and using Camtasia, Centra and Blackboard technologies. Two courses will be offered on campus for traditional students, who may also enroll in the DE courses. Courses will be rotated so that full-time students can finish in 3 semesters, those taking only DE courses will be able to complete the MA in 3 (at 2 courses/semester) to 5 ½ (at 1 course/semester) years. This will permit students who work full-time to complete the degree in a timely manner. We will also offer at least one course DE during the second summer session beginning the second year, thus reducing the possible time to completion to 2^{1/2}-4 years for distance-only students.

One of our program objectives is to offer engaged learning courses in which students would complete a research project (agreed upon between themselves and a faculty member) based upon service. Placements will be arranged in venues such as the following confirmed partners: the Mexican Consulate, the Instituto de Mexicanos en el Exterior, the Down East Council for Hispanic/Latin Affairs, the Hispanic Community Center in Goldsboro, the Charlotte-based Latin American Coalition, Pathways to Life (statewide mental health/counseling services), the Centro Latino of Catawba County, Student Action with Farm Workers, the Association of Mexicans in North Carolina, the Comisión Latina en SIDA (AIDS), the NC Justice Center, the East Coast Migrant Head Start Project, El Pueblo Inc., and the clinics of the future ECU School of Dental Medicine. Placements will be arranged at the beginning of each student's

studies, and need not be in North Carolina or the United States. These courses respond to the UNC-T Report 4.4.1 call for university participation in “community development” and in particular “rural and underserved areas” (4.4.2).

In addition, our students will be available to work as Graduate Assistants to faculty pursuing research concerning the Hispanic population (particularly in health care, see UNC-T 4.5.1), and would thus help solve problems involving the Latino community and its relationship with the peoples of Eastern North Carolina. This would also serve as a source of financial support for our students. In fact, one of the students in the Masters in International Studies program with a Concentration in Hispanic Studies, through the initiative of one of our faculty, worked as a Research Assistant for Dr. Patricia Slagter Van Tryon in the College of Education.

Student Demand

To measure demand for this degree, we conducted a survey of two potential student pools: secondary educators in Eastern NC (a one-time survey), and senior BA or BS majors in Hispanic Studies graduating from December 2007 to May 2012. We received 16 responses from the former (as it was performed only once), and 133 from the latter. Each question was to be answered on a scale of 1-5, with 1 being “not at all” and 5 “extremely”. They were asked how interested they would be in pursuing an on-line MA and how interested they would be in pursuing the same degree in a classroom setting. 60 (40%) responded with either 4 (very, 8) or 5 (extremely, 52) to the possibility of the on-line degree (the two options were not mutually exclusive: i.e., they could put the same number on both if they wished therefore the numbers do not add up to 100% of responses. For the classroom-based MA, 49 (33%) answered with either a 4 (7 responses) or a 5 (42 responses).).The educators unanimously preferred the on-line option and commented they would otherwise not be able to enroll. The majority of our student pool showed a preference for a classroom setting, but more than half still expressed an interest level of 4 or 5 in on-line courses. It is noteworthy that only 40 of 149 respondents (27%) answered with an interest level of less than 4 in both categories. Moreover, in the last two years the combined number of BA and BS majors has increased from 90 to 152; therefore, internally, if only 1 out of 10 of these students continued directly into the MA program, even with no external students we would enroll 15 in our first cohort. Given these numbers, we believe an estimate of 15 students in our first cohort is not overly optimistic. We expect the student pool to include our own graduates and those of other colleges and universities in North Carolina, and K-12 educators across the state. It may also include a small number of native- or near-native speakers with undergraduate degrees in other disciplines who would enroll in the interest of professional advancement or personal development. The program may eventually attract students from outside the state, but we do not anticipate this to be the case at first, nor for their numbers to ever be significant due to the high price of out-of-state tuition.

Societal Need for the Degree:

The need for this program may best be explained by considering the social and demographic changes occurring in North Carolina and the nation.

Individuals self-identifying as being of Hispanic or Latino origin now constitute both the largest and the fastest-growing minority in the U.S. According to the US Census Bureau, this demographic grew from 13% of the U.S. population in 2000 to 16.3% in 2010; in raw figures, from 35.3 million to 50.5 million—an increase of 43%. North Carolina’s Latino population increased 394 percent between 1990 and 2000 and another 111% from 2000-2010 (from 378,963 to 800,120); moreover, Census Bureau statistics showed that Eastern North Carolina hosts the largest concentration of Hispanics. Thus, the Hispanic population in NC is thus increasing much faster than it is nationally.

The Rural Latino Round Table Report published by ECU and the N.C. Rural Economic Development Center concluded that “Today, the growth and influence of the state’s Latino population is unprecedented. [. . .] North Carolina’s Latino population grew faster [. . .] than that of any other state between 1990 and 2000. Recent estimates indicate that that population is continuing its rapid growth. Given the dramatic changes this population has made to much of rural North Carolina, it is imperative that action be taken to better capitalize on the presence of Latinos in rural North Carolina.”

The same report demonstrated that the economic impact of the Hispanic population has increased accordingly. Latinos have provided the backbone for several NC industries: for example, in Mecklenburg County, 75 percent of construction workers are Latino, over 95 percent of agricultural workers are Mexican guest workers and in Bladen County over 50 percent of the workers in meat processing plants are Latinos. Latino buying power in NC increased from \$8.3 million in 1990 to \$2.3 billion in 1999. The new labor supply has enabled traditional economic sectors such as tobacco, agriculture, food processing and vegetable farming to maintain their importance in the region.

As the Report points out, it will be imperative to “provide valuable information and services to the local Latino population” and “to help integrate the Latino population into the local community and assist Latinos to become entrepreneurs.” By becoming fully capable and informed consumers and providers of goods and services, Hispanics will contribute to the state’s economic growth. The development of linguistically- and culturally-competent business professionals in the non-Hispanic population to train Latino employees and serve their community’s needs will serve this purpose.

These facts indicate that the state and national economies will face an extreme shortage of professionals who possess both linguistic and cultural competence to deal with the Hispanic community in order to supply effectively the increasing number of Latino consumers. The potential for growth in this market sector is unknown, but clearly substantial. The demand on the public sector to provide bilingual services in fields such as health care and education will also increase accordingly.

How our Program Will Serve These Societal Needs: What Graduates’ Knowledge and Skills Qualify Them to Do

Some professions for which our MA prepares graduates make use of linguistic and cross-culture competencies as the primary skills—teaching and translation/interpretation. However, our students will also acquire a broad knowledge and skill base in demand in both the business and public service sectors.

A recent Forbes survey of more than 100 executives at large U.S. businesses (annual revenues of more than \$500 million) found that:

In global, multicultural organizations, simply expecting all employees to speak one common language, such as English, marginalizes the potential impact of international talent and leaves monolingual staff ill-equipped to help the organization compete effectively in a globalized environment,” that “In an increasingly global economy, U.S. companies will perform better by hiring individuals who can communicate in foreign languages and helping current employees develop language skills,” and that “language barriers have a broad and pervasive impact on business operations. . . . foreign language skills will be even more vital in the future and that language abilities can help executives advance their careers, speed overseas expansion, and boost corporate—as well as personal—success. http://www.forbes.com/forbesinsights/language_study_req/index.html accessed 12/16/11

In addition, the Association of American Colleges and Universities performed a survey of employers concerning what they want institutions to teach. The answers did not suggest a narrow focus. Instead, 89 percent said they wanted more emphasis on “the ability to effectively communicate orally and in writing,” 81 percent asked for better “critical thinking and analytical reasoning skills”—precisely the abilities we develop (New York Times: Sunday, 3 Jan. 2010).

Moreover, in surveys conducted by Students Review Inc., graduates with a Bachelors degree in Foreign Languages had a 2.6% unemployment rate after graduation, as compared to graduates in Accounting (6.6%) and Business Management (6.8%) http://www.studentsreview.com/unemployment_by_major.php3). An MAHS would only improve their marketability. Moreover, the BLS has found that, in general, professionals with a Masters degree earn \$936 more per month than those with a Bachelors in the same field, and have a comparative unemployment rate 1.4% lower (http://www.bls.gov/emp/ep_chart_001.htm; <http://www.bls.gov/oco/ocos175.htm>). Our MAHS would improve upon their undergraduate base—or, in the case of those with the necessary language skills and an undergraduate degree in another discipline, previous knowledge and experiences—thus enabling graduates to be attractive candidates in a variety of endeavors, or to advance in their present profession.

Furthermore, SimplyHired.com, an internet-based employment consultant, lists the following job titles as being typical for employment seekers with degrees in Spanish: International Relations Consultant, Importer/Exporter, International Account Manager, International Banking Officer (the employment outlook in this area is considered particularly favorable --<http://www.bls.gov/oco/ocos126.htm>), and Bilingual Customer Support, as well as numerous positions in the travel and hospitality industries (<http://www.simplyhired.com/a/jobs/list/q-spanish+major>). Business fields in which our graduates’ skills will be in particular demand according to the BLS include marketing, advertising, sales, and public relations managers, in which the BLS notes that “the ability to communicate in a foreign language may open up employment opportunities in many rapidly growing areas around the country, especially cities with large Spanish-speaking populations” (<http://www.bls.gov/oco/ocos020.htm>; <http://www.bls.gov/oco/ocos297.htm>).

According to the Bureau of Labor Statistics (BLS), jobs in K-12 education are predicted to grow at a rate of 13%. An MA in Hispanic Studies will be valuable for continuing certification and career advancement. Community colleges across the country hire faculty with MA degrees, and many 4-year institutions also depend on these faculty to deliver lower-level courses.

The BLS also affirms that “Translators who work in Spanish, Portuguese, French, Italian, German, Chinese, Japanese, Korean, Arabic, and other Middle Eastern languages should be in demand”: in fact, it predicts the field will grow much faster than the average for all careers through 2018, with an increase of 20% percent or more (<http://www.bls.gov/oco/oco20016.htm>). Hospitals such as Pitt County Memorial Hospital and other institutions have employed our BA graduates as interpreter/translators; an MA would prepare them much better for such careers, and allow them to command larger salaries.

National, state, and local governments are in great need of employees with Spanish language and intercultural skills, as well as knowledge of the history, politics, and economics of Spanish-speaking nations. The Departments of Justice (including the FBI), State, Defense (including all branches of the Armed Forces), the National Security Agency, Central Intelligence Agency, Library of Congress, and Voice of America all hire individuals with the knowledge and skills our MA will develop. To illustrate, we offer the following examples: among the Department of State’s required qualifications for Foreign Service Officers one finds the ability “To work and communicate effectively and harmoniously with persons of other cultures, value systems, political beliefs, and economic circumstances; to recognize and respect differences in new and different cultural environments” (<http://careers.state.gov/officer/who-we-look-for>). The CIA’s Intelligence Collection Analysts “apply their foreign language, area knowledge, and subject matter expertise,” and their Open Source Officers must possess “a keen interest in foreign affairs; strong writing and analytical skills; foreign language proficiency; well-developed Internet research skills; and excellent communication, interpersonal, and English language skills. Bachelors, Masters, and Doctorate degrees in all areas of study are considered. Many [successful candidates] have lived in their region of interest and/or have formally studied the politics and history of a particular country or region. As a part of the screening process, selected applicants will be sent a language proficiency test and an analytic writing test” (<https://www.cia.gov/careers.html>).

Other areas in public service where Spanish language and transcultural competence give job candidates a distinct advantage are in law enforcement, immigration, and customs officers, fields that the BLS predicts will grow at a rate of 10%, (<http://www.bls.gov/oco/ocos160.htm>) and social services, which will experience “rapid growth” (defined by the BLS as more that 20%; <http://www.bls.gov/oco/ocos060.htm>).

Finally, it is worthy of note that the BLS has also found that, in general, professionals with a Masters degree earn \$936 more per month than those with a Bachelors degree in the same field, and have a comparative unemployment rate of 4.0% vs. 5.4% compared to that same group (http://www.bls.gov/emp/ep_chart_001.htm; <http://www.bls.gov/oco/ocos175.htm>).

Faculty Preparedness

10 faculty will be teaching in the MA program: 8 tenured (one full professor, 7 associate professors), 2 tenure-track assistant professors, (1 more to be hired).

- Together, our faculty account for 5 books, 122 articles or book chapters, 39 book reviews (which in our field are solicited by journals and thus an indication of a scholar’s stature in his/her field), and 5 published article translations.
- Six serve on the Editorial Boards of major international journals, and one is Reviews Editor of another.
- Three have been outside readers of doctoral dissertations, one is currently directing an MA thesis, and others have served on 3 MA thesis committees.
- They have received a total of 23 grants or other monetary awards.
- Three have experience teaching DE courses, and one other is preparing to do so.

External Support:

1) The Dean of the Harriott College of Arts and Sciences has granted us two assistantships funded at \$10,000 apiece. These students will be used as Teaching Assistants and will allow us to offer two new high-enrollment undergraduate Introduction to Hispanic Studies courses per semester (currently being developed) for 150 students per course for Foundations Curriculum credit in the humanities. Given our enrollment limit of 25 for language courses, these will generate an extra 1500 student credit hours per year to help defray the cost of operating the MA program.

2) We have identified the following grants for which we believe our program qualifies. These are in two areas:

a) First, to develop and assess the success of our innovative MA curriculum's Engaged Research courses their values to the community, we intend to apply for the NEA Learning and Leadership Grant "to fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. All professional development must improve practice, curriculum, and student achievement."

b) Second, to help our students fund their studies:

- We intend to apply for the Office of Postsecondary Education (OPE): Graduate Assistance in Areas of National Need (GAANN) Program CFDA Number 84.200A: "The GAANN program provides grants to academic departments and programs of institutions of higher education (IHEs) to support graduate fellowships for students with excellent academic records who demonstrate financial need and plan to pursue the highest degree available in their course of study at the institution."
- We also intend to apply for the FLAS Fellowships Program, which "provides allocations of fellowships to institutions of higher education or consortia of institutions of higher education to assist meritorious undergraduate and graduate students undergoing training in modern foreign languages and related area or international studies."

3) Our students will be working at clinics to be founded by the new ECU School of Dental Medicine (scheduled to begin operation in 2014) to provide dental health care to the Hispanic community. They may combine this with their required Engaged Research project. We plan on entering into a contractual agreement with the SODM by which our program will be reimbursed for these services.

b) The relationship of the proposed new program to the institutional mission and how the program fits into the institution's strategic plan

The Mission Statement of East Carolina University affirms that through teaching, it fosters "lifelong learning," nurtures "an understanding of the interdependencies of people," and "values the contributions of a diverse community."

The "Introduction" to ECU's Phase I Response to UNC Tomorrow vows to improve education through "experiential learning, particularly through ECU's public service centers and outreach endeavors," and to foster "global awareness." Post-baccalaureate study is a fundamental part of lifelong learning; our program's engaged learning component will support university outreach. Furthermore, this program's focus on language and culture would promote the understanding and awareness described above, as well as contribute to the region's appreciation of the growing diversity of our populace.

Through research, ECU aims "to solve significant human problems, and to provide the foundation for professional practice through the support of basic and applied research". Our students' work as research assistants will help solve problems involving the Latino community and its relationship with the peoples of Eastern North Carolina. These activities would also support the university's commitment "to integrating research and creative activities in the educational experiences of students." Furthermore, through the teaching of material related to their research, and our students' teaching and professional activities after graduation, our MA program would further ECU's goal of "enriching culture."

The service mission of East Carolina University, as an institution with a tradition of strong regional ties and public outreach, is to provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development. The program's engaged learning component will provide needed skills to the Eastern North Carolina Communities.

ECU's strategic initiatives as outlined in its "ECU Tomorrow" document identifies the following five focal points:

- Education for a New Century – ECU will prepare our students to compete and succeed in the global, technology-driven economy. (UNC-T 4.1.1, 4.1.3)

The increasing Latino population is a direct result of the demographic flows caused by the global economy, and creates the necessity and the obligation for ECU to prepare non-Latinos to engage that community. Such engagement will stimulate economic growth by enabling providers of goods and services to the Latino populace to more effectively supply the increasing demand by this growing segment of our population.

Moreover, we are experiencing an increase in the number of children of immigrant parents who, despite a knowledge of spoken Spanish in a colloquial register, have had no formal education at all in writing the language, and who do not possess the ability to speak in a formal, professional register. We must also prepare this demographic segment to compete and succeed as professionals. As the Rural Latino Round Table Report concludes, it will be necessary to “develop the Latino leadership” within the state, which will require educating them at the level needed for professional success. Our program will strengthen ECU’s claim that it is The Leadership University, helping it distinguish itself by preparing the Latino leaders of tomorrow for Eastern NC, for the state as a whole, and for our nation.

Finally, many K-12 educators already possessing teaching licensure seek to maintain it and, at the same time improve their linguistic and cultural competence. The language and culture focus of our program, and the fact that all our courses are given in Spanish, would fill their needs better than the MAT, which includes numerous pedagogy courses delivered in English.

- Economic Prosperity – ECU will create a strong and sustainable future for eastern North Carolina through education, innovation, investment and outreach.

Individuals self-identifying as being of Hispanic or Latino origin now constitute both the largest and the fastest-growing minority in the U.S. According to the 2010 census, this demographic grew from 13% of the U.S. population in 2000 to 16.3%; in raw figures, from 35.3 million to 50.5 million—an increase of 43% (<http://2010.census.gov/2010census/data/>). According to the 2000 census, during the previous decade North Carolina’s Latino population increased 394 percent to 378,963; from 2000-2010 it has increased over 111% more to 800,120; moreover, it showed that Eastern North Carolina hosts the largest concentration of Hispanics in the state. In Pitt County alone, the Latino population increased by more than 500% in the most recent ten-year period. Thus this demographic is growing much faster in NC than in the US in general, and now constitutes 7.7% of the state’s population. (http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_P2&prodType=table)

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The economic impact of the Hispanic population has increased accordingly. Latinos have provided the backbone for several NC industries: for example, in Mecklenburg County, 75 percent of construction workers are Latino, over 95 percent of agricultural workers are Mexican guest workers and in Bladen County over 50 percent of the workers in meat processing plants are Latinos. Latino buying power in NC increased from \$8.3 million in 1990 to \$2.3 *billion* in 1999. The new labor supply has enabled traditional economic sectors such as tobacco, agriculture, food processing and vegetable farming to maintain their importance in the region.

As the Rural Latino Round Table Report points out, it will be imperative to “provide valuable information and services to the local Latino population” and “to help integrate the Latino population into the local community and assist Latinos to become entrepreneurs.” By becoming fully capable and informed consumers and providers of goods and services, Hispanics will contribute to the state’s economic growth. The development of linguistically- and culturally-competent business professionals in the non-Hispanic population to train Latino employees and serve their community’s needs will serve this purpose.

Many Hispanics also face challenges in housing, as they are not always aware of their rights or responsibilities as tenants under the state’s landlord/tenant law. In the same way, many are vulnerable to “bad” loans and

violations of the Federal Fair Housing Act. Many Latinos are victims of payday robberies as a lack of Spanish-language financial service keeps them from depositing money into the banking system.

- Health Care and Medical Innovation – ECU will save lives, cure diseases, and transform the quality of health care for the region and the state.

The UNC-T Report calls for greater university involvement in providing quality health care (4.5.1), as well as for “align[ing] campus programs with regional needs” (4.7.1). The increasing Latino presence creates an immediate demand for linguistically- and culturally-competent health care professionals, and interpreters for those who are not. According to 2000 census data, Latinos generally have fewer years of formal education than NC's population as a whole, with only 43 percent of Latinos having a high school diploma. Hispanic patients continue to face significant barriers that impede access to appropriate health care, and health care providers have also become overburdened in their efforts to serve North Carolina's changing population. For instance, a Latino-accessible non-profit community-based mental health agency located in the Triangle has had a 500 percent increase in its Latino clients over the last five years. Providers overwhelmingly report that language is the most significant barrier to providing adequate care for the Latino population. Some of our students will, through engaged learning, help provide these services. Furthermore, by serving as research assistants, they will contribute to advances improving the quality of health care to this underserved population.

- The Arts, Culture and the Quality of Life – ECU will provide world class entertainment, culture and performing arts to enhance the quality of our lives.

Through the teaching of the Spanish language and Hispanic cultures, our program will contribute to a greater knowledge of and appreciation for the Latino artistic heritage. As the Hispanic population increases, their cultural and artistic heritage will become part of that of North Carolina and the nation. ECU thus has an obligation to provide the opportunity for cross-cultural experiences in the arts. By creating increasingly closer ties to the Hispanic community through service learning, we may attract an increase in students of Hispanic background to ECU's arts programs, and possibly see an increase in the number of Latino arts events hosted by the university.

As the East Carolina University strategic initiatives state, “our legacy is 100 years of service to our state,” going on to note that the “Education Trust identified ECU as a national leader in ensuring the success of minority students,” and to claim that “our biggest impact occurs for those who are traditionally underserved.” We believe that our proposed MA degree will help continue that tradition in the following ways:

- 1) allowing North Carolina educators to continue their professional development by increasing their linguistic and cultural competence, thus improving the education of non-Hispanics in the Spanish language and Latino culture, and the education of Hispanic youths so they may improve their own future opportunities and better contribute to society and
 - 2) offering post-graduate studies to business, health and other service professionals who have a knowledge of Spanish so they may increase their linguistic and cultural competence in order to stimulate economic growth, improve the quality and quantity of goods and services offered to and consumed by Latinos and
 - 3) making an immediate contribution through service learning opportunities, our MA students can make an immediate contribution by facilitating the improvement of educational, economic, and health care opportunities for Hispanics, thereby aiding their integration into society and
 - 4) enhancing the quality of life in Eastern North Carolina through the teaching of Hispanic history, cultural traditions.
- c) the relationship of the proposed new program to other existing programs at the institution:

Several students per semester in the Master's in International Studies program presently take our courses toward their degree requirement, and work as tutors to our undergraduate students. We expect their participation to continue at its present level. However, the MAHS will not reproduce nor compete with the MAIS because, as the MAIS web site affirms, it “is truly interdisciplinary and draws its strength from the cooperation of

several departments in the Harriot College of Arts and Sciences and various professional schools and colleges”; whereas the MAHS is to be housed entirely within the Department of Foreign Languages and Literatures, and its courses taught entirely in Spanish and only by faculty in Hispanic Studies. The MAIS’s intended student body is different from that of the MAHS, since knowledge of a second language is recommended but not required for admission to the former, whereas knowledge of Spanish is a requirement for admission to the latter. Moreover, the MAIS students who choose Hispanic Studies as their concentration are only required to take 12 sh in Hispanic Studies.

A Master’s in Teaching in the College of Education has recently been approved by the Department of Public Instruction, and our department will be contributing courses to those students with a concentration in Spanish. We do not feel that our MA will conflict with the MAT, since their students will be taking our courses in any event. In addition to students who are not career educators, we believe our MA program will interest K-12 teachers who feel that they need more courses in the target language and culture and not in pedagogy.

In addition, our students will be of help to both the service activities (e.g., the School of Dental Medicine’s clinics throughout Eastern North Carolina) and the research projects (e.g., the Nuevo South Action Research Collaborative’s Latino Entrepreneur Project <http://www.ecu.edu/cs-cas/anth/nuevosouth/negocioslatinos.cfm>).

- d) special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

Courses will eventually be offered in both face-to-face and DE format to make graduate education available to all of Eastern North Carolina, a traditionally underserved region for graduate education opportunities. East Carolina has a long tradition of successfully delivering DE courses, and currently offers more such courses than any other UNC institution. The faculty in Hispanic Studies already has experience in the delivery of DE courses.

The Hispanic/Latino population now constitutes the largest and fastest-growing minority population in the U.S. Moreover, its growth rate in Eastern NC exceeds the national average. (See 1b.) It is in North Carolina’s best interest to prepare its citizens to successfully respond to this demographic’s need for goods and services.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

The UNC-CH graduate program specializes in Spanish Linguistics and Spanish and Latin American literatures, and primarily caters to PhD students. UNC-W, and UNC-G offer traditional language and literature curricula. NCSU offers either a “Traditional MA” in Foreign Languages (with a traditional language and literature curriculum), or the MA with a concentration in linguistics, literature, or pedagogy. Appalachian State offers an MA in Romance languages, but with only a specialization in the teaching of Spanish. None of these programs offer DE, nor do they have an engaged learning component. None uses the MLA Report’s recommended outcomes of translinguistic and transcultural competence as a basis for program assessment, nor uses the “Developing Multiple Literacies” curricular and pedagogical model.

3. Estimate the number of students that would be enrolled in the program during the first year of operation.

Full-time	<u>5-10</u>	Part-time	<u>5-10</u>
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4. If there are plans to offer the program away from campus during the first year of operation:

- a) briefly describe these plans, including potential sites and possible method(s) of delivering instruction.
 Courses will be delivered in DE format beginning in the second year. Courses will be rotated so that students taking only DE courses will be able to complete the MA in three to five years.
- b) indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private).

The UNC-CH graduate program specializes in Spanish Linguistics and Spanish and Latin American literatures, and primarily caters to PhD students. UNC-W, and UNC-G offer traditional language and literature curricula. NCSU offers either a “Traditional MA” in Foreign Languages (with a traditional language and literature curriculum), or the MA with a concentration in linguistics, literature, or pedagogy. Appalachian State offers an MA in Romance languages, but with only a specialization in the teaching of Spanish. None of these programs offer DE, nor do they have an engaged learning component. None uses the MLA Report’s recommended outcomes of translinguistic and

transcultural competence as a basis for program assessment, nor uses the “Developing Multiple Literacies” curricular and pedagogical model.

c) estimate the number of students that would be enrolled in the program during the first year of operation:
Full-time 5-10 Part-time 5-10

5. List the names, titles, e-mail addresses, and telephone numbers of the person(s) responsible for planning the proposed program.

The membership of the MA Program Planning Committee is as follows:

- Dale Knickerbocker (chair), PhD, Professor of Hispanic Studies, knickerbockerd@ecu.edu, 252-328-6521
- Javier Lorenzo, PhD, Associate Professor of Hispanic Studies, lorenzoj@ecu.edu, 252-328-2667
- Katherine Ford, PhD, Assistant Professor of Hispanic Studies, fordk@ecu.edu, 252-328-6523
- Ricard Viñas de Puig, Assistant Professor of Hispanic Studies, vinasdepuigr@ecu.edu, 252-328-2103

The mailing address for the above faculty is: Dept. of Foreign Languages and Literatures, Bate Bldg., East Carolina University, Greenville, NC 27858.

The intent to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ **Date:** _____