Program
Ph D Romance Languages and Literatures
College A&S
April 22
Year 2014

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I. Program Overview

Department of Romance Languages and Literatures

The Department of Romance Languages at the University of Cincinnati is dedicated to studying and teaching the languages, literatures and cultures of French, Italian and Spanish-speaking countries. We provide high-quality programs that incorporate current research and pedagogical approaches as well as study abroad. We are proud of the excellence of our faculty, programs and students.

Graduate Education

In response to a growing demand for graduate education in international fields—in particular in languages—and to the university’s globalization initiative, we offer an MA in both French and Spanish; tracks within the MA allows students to specialize in literature, creative writing or pedagogy. Our MA graduates enter a variety of other professions including teaching, scholarship, business, social work and law.

Our PhD program in romance languages and literatures is focused on Spanish and Latin American literatures but allows for the possibility of connections with French and Francophone literatures. At the PhD level we teach and model the complex critical and theoretical skills necessary to conduct literary research. With our nationally recognized language-instructor training and our careful mentoring in research methods, we prepare doctoral students for success in college-level teaching positions; our placement rate is excellent.

Research

The department sees literary, cultural, historical and pedagogical research as well as creative writing as central to its mission. Among our faculty are a number of internationally known scholars, poets and fiction writers. We are committed to the highest standards in our research and to fostering interdisciplinary and cross-cultural connections with the goal of contributing to dialogue on European, Francophone and Latin American issues.

Service

Service is central to the department’s mission. Through conferences, workshops, collaborative projects, fund-raising and consultation, we serve the local Cincinnati community, the national and international scholarly community, and the world at large.
II. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

PO1: Students will be able to write clear and extensive essays on a variety of topics of Spanish and Spanish-American literature.

PO2: Students will be able to discuss trends and movements in Spanish-American literature along different centuries.

PO3: Students will be prepared to teach at the University level.

PO4: Students will be able to conduct original research that contributes to the discipline.

PO5: Students will be able to produce written contributions at a publishable level.

III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.

Please see next page
<table>
<thead>
<tr>
<th>Key</th>
<th>SPAN 7001</th>
<th>SPAN 7002</th>
<th>RLL 7051</th>
<th>RLL 7001</th>
<th>RLL 7010</th>
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</thead>
<tbody>
<tr>
<td>E: Emerging</td>
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<td>D: Developing</td>
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<td>A: Achieved</td>
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<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Course Grouping: Spanish Literature and Culture courses</th>
</tr>
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<tbody>
<tr>
<td>PO1: Students will be able to write clear and extensive essays on a variety of topics of Spanish and Spanish American Literature.</td>
<td>E</td>
</tr>
<tr>
<td>PO2: Students will be able to discuss trends and movements in Spanish and Spanish American literature along different centuries.</td>
<td>E</td>
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<td>E</td>
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<td>PO4: Students will be able to conduct original research that contributes to the discipline.</td>
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<td>PO5: Students will be able to produce written contributions at a publishable level.</td>
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</table>
## IV. Methods and Measures

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/ Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO1: Students will be able to write clear and extensive essays on a variety of topics of Spanish and Spanish-American literature.</td>
<td>Students will write two drafts and a final version of their papers and essays. Essays will assess the D and A levels. Class discussions will assess their E and D levels.</td>
<td>Course Grouping Spanish Literature, Culture and Literary Theory courses</td>
<td>Every term the course is taught. Final assessment will take place at the end of the semester.</td>
<td>Professor, DGS</td>
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<tr>
<td>PO2: Students will be able to discuss trends and movements in Spanish-American literature along different centuries.</td>
<td>Students will write a paper or pass a standard exam about literary historiography. Course assignments will assess their D and A levels.</td>
<td>Course Grouping Spanish Literature, Culture and Literary Theory courses</td>
<td>Every term the course is taught. Final assessment will take place at the end of the semester.</td>
<td>Professor, DGS</td>
</tr>
<tr>
<td>PO3: Students will be prepared to teach at the University level.</td>
<td>Students will pass their Candidacy exam. Graduate faculty will evaluate the student’s knowledge at the D and A levels.</td>
<td>Course Grouping Teaching Practicum, Pedagogy and Professional Practices courses</td>
<td>2nd to 3rd year</td>
<td>Graduate Faculty, Dissertation advisor and committee</td>
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<td>PO4: Students will be able to conduct original research that contributes to the discipline.</td>
<td>Students will write a scholarly article and submit it for publication.</td>
<td>Course Grouping Spanish Literature, Culture and Literary Theory Courses</td>
<td>Every term the course is taught</td>
<td>Professor, DGS</td>
</tr>
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<td>PO5: Students will be able to produce written contributions at a publishable level.</td>
<td>Students will write a scholarly article and submit it for publication.</td>
<td>Course Grouping Spanish Literature, Culture and Literary Theory Courses</td>
<td>Every term the course is taught</td>
<td>Professor, DGS</td>
</tr>
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</table>
V. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Assessment Infrastructure

Members of the Graduate Studies Committee will assess the information annually.

Composition: Two tenure-track or tenured faculty (one in French and one in Spanish) elected for one-year terms by the faculty at the first faculty meeting of fall semester, and the Director of Graduate Studies. The Director of Graduate Studies is the chair of the committee.

Once the Graduate Studies Committee has approved the assessment tools, the proposal goes to the Policies and Curriculum Committee for approval, and then, to the graduate faculty of the Department of Romance Languages and Literatures.

Assessment schedule
At the beginning of each semester the DGS will contact all faculty teaching graduate courses to remind them of the assessment data they will need to collect. At the end of the semester they will have to submit the information to the DGS. Once summarized, this data will be presented to the Graduate Studies Committee for review. An annual report will be generated at the end of each academic year, and changes may be recommended. Every 4 or 5 years a large scale analysis of assessment will be conducted with the end goal of identifying and implementing any major change needed.
VI. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

VII. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?

Once the Graduate Studies Committee has generated and approved the assessment report, it will be presented to the faculty of the Department of Romance Languages and Literatures. It will then be reviewed by the entire faculty of the Department of Romance Languages & Literatures, and changes will be proposed and implemented if appropriate. As a first step, any changes proposed are required to be submitted to the Policies and Curriculum Committee for approval. Once they are reviewed and approved, they will be presented to the faculty for discussion and final approval in order to determine implementation logistics and procedures, as well as time line for completion.