

Operational Plan for Spanish Program

Section A

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Associated Faculty:

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Welcome to the Language and Culture Department and Spanish Program at Greenville University

Within the Language and Culture Department at Greenville University we offer a Spanish major, a Spanish Education major, a Spanish minor, and an International Cross-Cultural Studies minor. We also offer introductory courses in French. The Spanish program uses a strong, immersion style program, beginning with TPRS style acquisition methods in our beginner level courses. We provide a fun and friendly classroom atmosphere for all of our students *¡Somos una familia!* We have an academically rigorous program which requires 36 credits of language, which includes courses focused on literature and the culture of Spanish-speaking countries, and also requires a full semester or summer of study abroad. Students have multiple options for their study abroad experience, but GU hosts programs in Central America, Spain, and Mexico. Our faculty comprised of native speakers and highly experienced teachers, drawn from their rich travel experience and presentations and publications to provide the students with a breadth

of knowledge and courses that rivals larger universities. Finally, though located in a small rural community, GU boasts an extremely diverse student body, including many Latino, Spanish and other international students.

Program Mission Statement

The Language and Culture Department provides students with necessary language skills, cross-cultural experiences, and literary and cultural understandings to navigate effectively as an ambassador of Christ among and between other cultures.

Programmatic Faith Integration

Language and Culture Department Faculty at Greenville University incorporate Christian beliefs and the Word of God into classes throughout the Spanish program on a regular basis. Professors attempt, whenever possible, to make connections with particular scripture, based on the level of student and the topic of the course. The fact that many Latin American countries deal regularly with integrating faith viewpoints from different culture groups (i.e. indigenous groups and the Catholic faith tradition) gives us ample opportunity to talk about how our own Christian faith can intersect with many contemporary issues within the Latin American community.

Through both group discussions and presentations students have opportunity to express how their personal faith intersects with the products, practices, and perspectives of Latin American and Spanish cultures and religious traditions.

In addition to the opportunities for faith integration in all of our classes, students who major in Spanish are required to spend a semester of study abroad in a Spanish-speaking country. A large portion of this experience is devoted to partnering with Christian mission organizations in the host countries. Students walk alongside full-time missionaries in order to enrich their own personal faith and acquire valuable and authentic exposure to Hispanic faith traditions, while exploring their pre-professional training in a hands-on setting within those communities. This gives all students an outstanding capstone, including a fully experiential learning experience which ties language and culture development to faith integration. Students return with a wonderful satisfaction of not only learning incredible things themselves, but also experience the joy of having supported and encouraged full-time mission workers abroad.

Section B

Program/Major Objectives: *Qualities and competencies expected in graduates from this program/major*

The faculty expects that graduates will demonstrate AT LEAST an intermediate-high level of proficiency (per ACTFL standards.

1. Communication --
 - a. participate in oral and written conversation, within authentic cultural contexts about current events in Spanish-speaking countries, and themes in Spanish, Latin American, and Biblical literature (SKILL).
 - b. demonstrate competence on 50% or more of each category of “ACTFL Can-do” indicators (listed below), at an advanced-low level or higher (KNOWLEDGE – SKILL).
2. Culture - reflect on and communicate appreciation of cultural and aesthetic aspects of Spanish-speaking nations (KNOWLEDGE).
3. Connection – demonstrate advancement of knowledge, critical and creative thinking skills, including quality research (KNOWLEDGE).
4. Comparison – articulate appreciable differences between language and cultural diversity of Spanish-speaking countries (KNOWLEDGE-SKILL).
5. Community - apply learning from exploration of many aspects of neighboring cultures which speak the target language throughout the world (SKILL).

6. Show evidence of being Ambassadors for Christ, locally, nationally, and globally (VALUE).

The Language and Culture Department and Spanish Program's Fulfillment of the SLOs

The Language and Culture Department at GU helps students fulfill the Student Learning Outcomes through both coursework and experiential learning. Students who major in Spanish at GU have multiple opportunities in the classroom (especially in 300-level coursework) to evaluate, discuss and apply how their character, and who they are as image-bearers of Christ, informs who they are as global citizens and how they can best welcome the “stranger” or the person different than themselves. Furthermore, our program provides an incredibly unique opportunity for service and experiential learning through our capstone experience of a semester of study and mission service abroad.

The Language Department's Connections to Greenville University as a Whole

The Language Department contributes significantly to the general education portion of the at Greenville University. Very much in line with preparing students for lives of character and service, the general education curriculum requires that students pursuing a Bachelor of Arts degree complete 2 semesters of study of a world language. The LC Department provides 2 semesters of Elementary Spanish and Elementary French to meet this requirement. The LC Department supports the idea that students have not had a complete education for character and service in the Arts, especially considering our ever-increasing global society and economy, if they have not studied another language and people group. As the LC Department attempts to contribute significantly to GU as a whole, it is our

desire to expose students to another language, and very importantly to the products, practices and perspectives of a culture different from their own. Toward those ends the following list enumerates the ways in which the Language and Culture Department has sought and continues to seek ways to connect with students and the GU community as a whole.

- The Spanish major is a stable major consistently numbering 24-30 majors every year over the last decade. Besides declared majors, we have a number of students who decide during their collegiate career to add Spanish as a minor. The value of increasing fluency in Spanish and combining that with absolutely any major field of interest is indisputable and helps students become more marketable in the job market. Spanish is the second fastest language spoken in the U.S. and will continue to be. For that reason, it is not considered a “foreign language” but a World Language. It is also among the top three languages spoken in the world. Latinos are the fastest growing minority in the U.S. According to Pew Research Center: Latinos accounted for 25% of the nation's 54 million K-12 students in 2016, up from 16% in 2000. Thus, Latinos are the future of Higher Education.

- The Department serves students by:
 - Teaching:
 - Besides our intermediate courses for majors and minors, the LC Department serves all students pursuing a Bachelor of Arts degree by providing two semesters of beginning level courses. These courses have three

primary objectives. 1) We introduce students to the Spanish language at a beginning level, helping them to become comfortable hearing Spanish which is spoken correctly, reading Spanish, and speaking Spanish while attempting to mimic native accents. 2) We introduce students to the larger Hispanic culture through stories and examples of comparing and contrasting the Spanish and Latino cultures to their own. 3) We attempt to allow the students to have fun with the language. We understand that no beginning student will be fluent in a second language after just one year of study, but we truly believe that if we can give them a fun learning experience in a supportive, positive environment, they may get “turned on” to the language and decide on their own to continue their language studies. We often have students who started out only taking SPAN 101 and 102 for the language requirement and they then decide to continue into our intermediate courses because they enjoyed the experience so much.

- The Language & Cultures Department at Greenville University excels in and out of the classroom teaching sound language (Spanish and French) skills and reflective methods that foster dialogue and thoughtful reflection in the target languages.
- Innovating teaching and research in conjunction with students. The department regularly promotes meetings with students to discuss and study academic subjects.

- Promoting scholarship:
 - Members of the department attend, present or publish in our field on a regular basis. Some publications and presentations have merited recognition abroad.
 - Members of the department encourage, guide and assist students with their Honors Thesis in Spanish. In recent years we have had multiple students complete their honors thesis in Spanish (their second language!).
 - Our department works closely with the History Department to facilitate presentation of visiting scholars to GU, interpreting, cooking and hosting such distinguished academic guests.

- Recruiting:
 - The LC Department helps with the recruitment of Spanish-speaking international students: we have recruited eleven Spanish-speaking international students by interacting with their parents, hosting the parents and families when they have visited GU, and assisting them with recruitment.
 - We also help recruit national students by meeting with them in Preview Days and non-Preview Days, meeting with parents, students and their families, welcoming in classes, and offices, etc.

- Collaborating with Study Abroad Programs in Spanish:

- In conjunction with the office of outreach and missions, and Students International, we offer students short-term mission experiences in Central America and the Caribbean on a regular basis.
 - Our department partners with international organizations, such as Students International (SI) for our Central America Spanish fall program, United World Mission's Avance for our Spanish summer program, and ESSA Madrid with the Free Methodist Missions for our Spanish spring program. The department actively recruits and sends out Spanish majors and minors in tandem with our Study Abroad partners.
 - In addition, we host and assist our Study Abroad Partners when they visit GU to help us promote our programs. We receive one to two of these guests each term.
- Collaborating with other university departments:
 - Our department works with other university departments, such as the Science Department, to create the Biology Practicum in Morelos, Mexico, summer 2019.
 - Students with academic courses and intermediate fluency with the Spanish language and culture are strong candidates for immediate employment based on the need for the Spanish language in the workplace.
 - The Language & Cultures Department has partnered with the Music Department to make the GU Choir Tour to Mexico, May 2019, a reality. Members and one student Spanish major will travel to assist the GU Choir and the two Music faculty colleagues traveling with the Choir.

- The Department has helped launch a Men's Basketball tour to the Yucatán, Mexico area this summer 2019 by making partnership with local sport ministries in Mexico.
 - The Department along with the office of Outreach and Missions is supporting the Men's Football team as they travel and serve in Buenos Aires, Argentina for missions and an international experience during Spring break.
 - Our faculty has co-lead the Women's Basketball team as they travel and serve in San José, Costa Rica for missions with Greenville University and have been involved with coaching responsibilities and interests in conjunction with the Athletic Department.
- Continuing service of Spanish-speaking and Spanish-learning students on campus as volunteers in our private homes and giving of our personal resources.
 - Our faculty and children regularly volunteer to take students to and from STL airport each semester and during breaks, feeds and welcomes students in our homes as often as one a week to three times per month, hosts students in our homes when dorms and DC facilities are closed and while they wait for their flights. Our two families are very actively engaged with students and they often approach us with their needs.
- Investing in faith growth:

- The Language & Cultures Department, in tandem with the Worship Arts major, organizes and conducts the Spanish Chapel, attended by Spanish-speaking, Spanish-learning and non-Spanish learning students and faculty.
- Our faculty has co-lead weekly Bible studies with the G.U. students in the evening.
- Our faculty regularly bring students to worship services on Sunday in the area to join together with church communities for worship and teaching.

Section C

Program Learning Objectives	Required Courses or Equivalent Placement					Elective Courses/Learning Opportunities							
	101	102	201	202	220	310	320	340	345	355	365	370	405
1	I	I	D	D	D	D	M	M	M	M	M	M	M
2	I	I	D		D	D	M	M	M	M	M	M	M
3	I	I	I	I	D	D	M	M	M	M	M	M	M
4	I	I	D	D	D	D	M	M	M	M	M	M	M
5	I	I	D	D	D	D	M	M	M	D	D	D	M
6			I	I	I	D			D		D	D	M
Key: I = Introduced D = Developed M = Mastered													

Section D

SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
SLO 4	1	I	Fall/Spring	101/102	Participation in Cuentos	>75%	Participation scores and evaluation scores
		D	Spring	220	News reports and video reports	>75%	Presentation grades
		D	Spring	202	Presentación 1	>75%	Rubric
		M	Spring	340	Research Paper	>75%	Rubric
		M	Fall	370	Research Paper	>75%	Rubric
SLO 5	2	I	Fall/Spring	101/102	Country presentation	>75%	Rubric
		D	Spring	220	News reports and video reports	>75%	Presentation grades
		D	spring	202	Presentation Final	>75%	Rubric
		M	Spring	365	Final Presentation	>75%	Rubric
		M	Fall	345	Final Presentation	>75%	Rubric
SLO 2	3	I	Fall/Spring	101/102	Country presentation	>75%	Rubric
		D	Spring	220	Story questions	>75%	Class discussion and assignment grade
		D	Fall	201	Portfolio project	>75%	Rubric
		M	Spring	340	Critical Research Paper	>75%	Rubric
		M	Fall	380	Final Presentation	>75%	Rubric
SLO 1	4	I	Fall/Spring	101/102	Participation in class discussion		Formative class participation evaluation

		D	Fall	345	Final Presentation	>75%	In class discussion and grades on assignments
		D	Fall	201	Portfolio project	>75%	Rubric
		M	Spring	SPAN 405	Journaling and reflective paper	>75%	Grade on assignment
		M	Fall	SPAN 405	Journaling and reflective paper	>75%	Grade on assignment
SLO 3	5	I	Fall	201	Portfolio project	>75%	Rubric
		D	Spring	220	Video and commercial assignments	>75%	In class discussion and grades on assignments
		D	spring	202	Composition 2	>75%	Rubric
		M	Spring	SPAN 405	Mission experience	>75%	Evaluation from site leaders
		M	Fall	SPAN 405	Mission experience	>75%	Evaluation from site leaders
SLO 6	6	I	Fall/Spring	101/102	In class interaction with professors and scripture		Formative assessment in class
		D	Spring	220	Video and commercial assignments	>75%	In class discussion and grades on assignments
		D	spring	202	Presentation Final	>75%	Rubric
		M	Spring	SPAN 405	Journaling and reflective paper	>75%	Grade on assignment
		M	Fall	SPAN 405	Journaling and reflective paper	>75%	Grade on assignment
Annual Indirect Assessment Methods							
	All		Summer		Alumni Survey		
	1	M	Spring	Graduating seniors	Exit Interview	ACTFL rating	Rubric

Formative Learning Experiences

All objectives evaluated every year.

Program Objective 1 – Communication

From beginning Spanish 101 to our capstone experience, communication is the single most important aspect of our content area.

Everything we do is centered on helping students communicate both verbally and non-verbally in culturally appropriate and sensitive ways. At the introductory level we have students learn how to read, write and understand spoken Spanish by having them participate in and reproduce stories and through reading. These stories and reading assignments are built on high frequency vocabulary words in the Spanish language. We use the readings and in-class discussions to introduce students to culturally appropriate themes regarding the products, practices and perspectives of Latin American and Spanish cultures. At the developing level, we use three different courses (SPAN 201, SPAN 202, and SPAN 220) to encourage students' growth in three important areas of communication. SPAN 201 focuses on the structure of the language and gives students a deep dive into the "why" of the language. Why do we use the forms we use, and "how" do we use the language correctly. Both a mid-term (formative) and final exam give students the opportunity to demonstrate competence in their knowledge of the grammatical structure of the language. SPAN 202 gives students the opportunity to develop their speaking skills and also pushes them to relate their faith with culturally appropriate themes. Formative assessment occurs throughout the course during class discussions and presentations. SPAN 220 focuses entirely on oral communication, both orally and understanding native-level aural input. Formative assessment occurs throughout the course during in-class discussions and listening activities. The students are assessed in a summative manner with a final oral project which asked students to formally present

information in the target language on information gained from listening activities and reading excerpts of literary works. At the master level, formative assessment occurs in all of our 300-level courses as we push students to the mastery level of communication by asking them to think deeply about and present in the target language about themes related to literature, current events, and culturally sensitive topics. Nevertheless, our capstone experience of a semester abroad brings to a culmination the mastery of communicating in the target language by having the students experience an extended stay in a country where Spanish is the official language and where Spanish is spoken exclusively in the home where they stay.

Program Objective 2 – Culture

At the introductory level, students are asked to complete a presentation about a Spanish-speaking country, which includes details about the country's government structure, foods and tourist information, as well as famous people from that country and other interesting cultural facts. This assignment is assessed every semester near the end of the semester and is linked to this program objective in the university learning management system. At the developing level students in SPAN 202 and 220 are consistently asked to both read and listen to current events and themes from Spanish-speaking countries. They are formatively assessed through class discussions every day and summative assessment is done through formal presentations on information they have researched. Finally students show mastery of this program objective in all of our 300-level courses. We use formative assessment tools like papers, class discussions, presentations individually and in groups to measure students mastery of this objective. All assignments in

300-level courses are related to certain aspects of Spanish or Latin American culture, but SPAN 345 – Cultura por película would be considered the most cumulative assessment of this objective, which is measured by the final presentation in the course.

Program Objective 3 – Connection

We ask students to connect at an introductory level in our beginning classes SPAN 101 and SPAN 102. First, in a formative evaluation manner, we assess how students are thinking critically about their own culture by discussing certain myths or untruths about the Spanish/Latin American culture. We also introduce them to research through the summative assessment embedded in the cultural presentation described above under objective 1. At the developing level students in SPAN 202 are asked to use data from the Strengths Finder tool to summarize and evaluate their own strengths and discuss the analysis of the results with the instructor. They are then assessed more formally by writing a brief report of self-critique, examining areas of improvement and ways to maximize their strengths. Any of our literature courses serves as the culminating assessment at the mastery level for this objective. Students are asked to read, analyze, research information about the author and present on various key literary pieces from Spain and Latin America. These courses are offered two of every three years and at least one literature course is required of all Spanish majors.

Program Objective 4 – Comparison

At the introductory level, within the cultural presentation at the end of each semester, students are assessed in a summative fashion as they are asked to enumerate appreciable differences between the country they are studying and their own. In a more formative way, class discussion occurs on a regular basis about cultural differences either built into the stories we create and/or in the readings which

are assigned. At the developing level, students in SPAN 220 are asked to listen to and distinguish between both lexical and pronunciation differences between people from varying parts of the Spanish-speaking world. This is primarily assessed informally with in-class listening activities, but also formally in written translation activities. In SPAN 202, students discuss readings which deal with varying themes taken from readings which originated and/or deal with topics in various Spanish-speaking countries. At the mastery level we assess this objective both formatively (through journal entries) and in summative fashion through our capstone, study abroad experience. Students studying in Central America are required to travel to neighboring country to renew their VISA, which exposes them to the cultural and linguistic diversity of the region. Students traveling to Mexico are exposed to the rich lexical variations of the language by studying in a region where Nahuatl and other indigenous languages have greatly influenced the Spanish language. Finally, those students studying in Spain, have opportunity to travel to Cataluña and País Vasco, both regions that have rich linguistic and lexical differences from the Castellano spoken in Madrid. These experiences are both formally assessed through assignments and journal entries, and informally assessed through debriefing sessions and discussions.

Program Objective 5 - Community

We ask students to explore community at an introductory level in our beginning classes SPAN 101 and SPAN 102. First, in a formative evaluation manner, we assess how students are comparing other communities with their own culture by discussing certain myths or untruths about the Spanish/Latin American culture and how those may be perpetuated. At the developing level in SPAN 220,

we assess this objective both formatively and in a summative fashion with classroom discussions and formal presentations. Students are asked to use media sources to find current events happening throughout the Spanish-speaking world, and then to present them to the class. In SPAN 202, themes from different Spanish-speaking countries are also discussed informally and through formal presentations. The mastery level of this objective and the application part in particular is measured during the students' practicum experience abroad. Seeing and interacting with this other discipline (or church-related ministry) while abroad gives the students a truly multi-disciplinary and culturally diverse experience. This is measured informally by discussions with our liaisons in the field. They let our faculty know how students have done living and learning in this new community. It is also measured more formally through journal entries and final reflections during the debrief period.

Program Objective 6 – Ambassadors for Christ

At the introductory level in SPAN 101 and SPAN 102, professors attempt to make initial connections with the language and our faith heritage by presenting bible verses and or faith-based songs in the target language to the students. Biblical truths are also much more implicitly presented through the stories we read and build in class. At the developing level students are assessed more formally through class presentations on biblical themes in SPAN 202 and more formatively through class discussions of scripture in the same course. Within SPAN 220, students are asked to present and give rationale for selecting their favorite biblical passage. Students demonstrate mastery of this program objective by successfully completing their study abroad experience. They take part in service learning opportunities related to different fields of study. They are always placed in some sort of mission-related experience, where

they are required to walk alongside, interact with, support, and learn from full-time missionary persons in the field. This rich experience is evaluated in a summative fashion with the reflective paper and journal entries. It is also informally evaluated through discussion with the site leaders in the particular country.

Assessment Timetable

As a means to continually evaluate feedback and data, and to seek improvements to the Spanish program, the faculty meets formally at least three times every year to review the program. The faculty meets during planning week prior to the beginning of the academic year. At this meeting the faculty will review the courses to be taught during the year, evaluate the appropriateness of the assigned classrooms, and plan for the new student orientation department desserts. The faculty meets again in December or January to review how the first semester went, discuss FCAR reports, how the semester abroad experience went for those studying abroad, and if everything is in order for spring semester courses. Finally, the faculty meets in May at the end of the academic year to review the program for quality improvement purposes, and produces an annual assessment report. We use data from the exit interviews which are conducted with every graduating senior. These exit interviews use ACTFL “can-do” statements as a tool to put students in extemporaneous situations and see how they respond linguistically and with cultural sensitivity. We discuss if the students’ performances on those exit interviews show any recurring themes or deficiencies we need to address in the program. We also use examination of course grades and specific assignment grades (FCAR), comparison of students’ proficiency on early-program (delivered in 100-200 level courses) and late-program (delivered in 300-400 level courses) assessments, student self-reflection

journals from study abroad, student feedback from course evaluations, as well as alumni surveys to evaluate how well students achieve the stated program outcomes. Spanish Education students also are required to take the OPI – Oral Proficiency Interview (a nationally standardized test), and we encourage all of our graduates to do so. We examine those results as well. The Department Chair compiles this data and makes notes to include in the End-of-Year Assessment Report. The End-of-Year Assessment Report will be reviewed during the subsequent planning week to ensure plans are in place to implement any changes/improvements which were suggested.