

Application for a New Course v9

Course ID <i>Subject and Number</i>	SPAN 310
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Paul Roggendorff
2	Course Teacher	Paul Roggendorff
3	Course Title	Spanish for Healthcare Providers
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts and Sciences
6	Department	Language and Literature
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	n/a
13c	Course contact hours - Practicum	n/a
13d	Course contact hours - Seminar	n/a
13e	Course contact hours - Studio	n/a
13f	Course contact hours - Online	n/a
13g	Course contact hours - Colloquium	n/a
13h	Course contact hours – Field Experience	n/a
13j	Course contact hours - Internship	n/a
13k	Course contact hours - Research	n/a
13m	Course contact hours - Workshop	n/a
13n	Course contact hours – Other (specify)	n/a
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Development of oral language skills with emphasis on communicating in a health care or related setting. Examination of cultural issues related to health care.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPAN 222 or equivalent through testing; or placement exam result
19	List any co-requisites	
20	If the course is cross listed, specify	

	the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	yes
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	odd years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes Spring 2014, ID 15197, 18 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	n/a
2	Justification State the justification for adding this course to the current curriculum. Represent the need	A service course enthusiastically endorsed by Speech Communications Disorders, Nursing, Kinesiology, Pre-Med, among others departments.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Intended for majors in healthcare and related fields.
2	State the overarching course goal(s) in performance terms.	To effectively communicate with Spanish-speaking patients and clients in a healthcare or related situation.

2. Competencies and Measurements

	Competency	Measurement
1	Be able to communicate interpersonally in Spanish in the context of a healthcare setting at the advanced level.	Annotated Bibliography Service Learning Journal Reflection Essay Quizzes Exams
2	Be able to use principles about Hispanic culture related to healthcare to make communication more effective.	Annotated Bibliography Service Learning Journal Reflection Essay
3		
4		
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Cotton, Christine E., et. al. *¡A su salud! Spanish for Health Professionals*. Revised Classroom Edition. New Haven: Yale U Press, 2010.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair
3/28/11

Date



Dean of the College
3-31-14

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

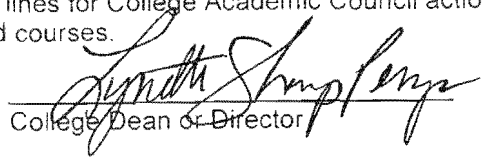
A. Course ID: SPAN 310

Course Title: Spanish for Healthcare Professionals

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐


College Dean or Director

Date

3-31-14

Approved ☐ Denied ☐

College Dean or Director

Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐

Dean of Graduate School

Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐

Associate Provost

Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐

Provost or designee

Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐

Chair, University Budget Committee

Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐

Provost

Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

SPAN 310: ST Spanish for Healthcare Professionals

Syllabus

About the University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

About the Course

SPAN 310 Spanish for Healthcare Providers, 3 credits

Time: TR 8:00-9:20

About the Teachers

Instructor: Dr. Paul Roggendorff

CHA 321

Office: Chambers 325

Phone: 674-2494

Email: par08b@acu.edu

Office Hours: M-F 1-3pm

Please feel free to contact me (email is best) if you have any difficulty with this course or with a specific assignment. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see either one of us ahead of time makes possible greater flexibility.

About the Student

This class is intended as a first advanced class for students pursuing a degree in a healthcare or related field.

About the course content

FLSP 340 ST Spanish for Healthcare Professionals. This class presents and practices vocabulary and grammar structures commonly found in a variety of healthcare environments. Hispanic culture in the context of healthcare will also be explored. Prerequisite: SPAN 222 or equivalent through testing.

About the Class Format

The underlying purpose of this class is to gain proficiency in effective oral communication in Spanish in the context of healthcare. There will be some lecture-based presentation of material, but most will be listening and speaking activities designed to practice linguistic skills within cultural contexts presented in the class materials.

About the Teaching/Learning Methods

The linguistic and cultural principles presented in the textbook, and supplemented with ancillary materials, will be further discussed (when necessary) and practiced during the class. Tentatively, a service learning experience will provide further opportunities to put into practice the language and cultural knowledge gained in class. Exams and a final reflection paper will help evaluate what you have learned.

About the Course Learning Materials

Cotton, Christine E., et. al. *¡A su salud! Spanish for Health Professionals*. Revised Classroom Edition. New Haven: Yale U Press, 2010.

About the Christian Perspective for the Course

From a Biblical perspective, different languages, as presented in the story of Babel (Genesis 11: 1-9), originated as a curse from God to confuse people as a punishment for their hubris. However, Jesus Christ transformed the curse into an instrument of redemption. On the day of Pentecost, through the Holy Spirit, the first apostles were able to bridge the curse of different languages by preaching the Good News in all languages (Acts 2: 1-11). Therefore, we understand the study of another language—especially in the context of equipping yourself to serve your fellow neighbor (Luke 10: 25-37)—as participating in God’s redemptive work through.

About Overall Course Outcome

Upon successful completion of this course, you will be able to:

1. Use Spanish in the context of healthcare at the advanced level as per the ACTFL Oral Proficiency Guidelines.
2. Use basic principles about Hispanic culture related to healthcare to make communication more effective.

About the Evaluation Methods

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

1. **Annotated Bibliography.** You will choose, with the professor's guidance, a research project in connection with your intended future career and your service learning project. The purpose of this research is to help you discover how to communicate effectively about specific areas of personal interest. You will produce an annotated bibliography in which you will identifying, accessing and use resources on language and culture that will help you effectively communicate with a Spanish-speaking person in the context of your area of interest.
2. **Service Learning Journaling.** You must complete ten hours of community service involving interaction with Hispanics. Ideally, seek service opportunities related to your field of study and in which you get to use your Spanish. For assistance in finding service opportunities, please see ACU's Center for Christian Service and Leadership (<http://www.acu.edu/campusoffices/ccsl/index.html>). For every two hours of service, you must write a brief reflection on your experience (about 750 - 1000 words) in Spanish. This must go beyond reporting what was said and done. The goal is to discuss 1) how these interactions or incidents may contribute to a deeper insight into Hispanic culture, and 2) making connections between what you've researched for your annotated bibliography, what has been discussed in class, and what you have experienced. The tone should be personal and informal, but the writing must be well organized and should follow the conventions of standard Spanish grammar and spelling.
3. **Final Reflection Essay.** The final essay must reflect upon all aspects of learning this semester as they relate to using Spanish, applying your knowledge of Hispanic culture and of how to acquire information in the context of your field. In a 1500 word essay, summarize the kinds of learning activities you did, evaluate their effectiveness in helping you communicate cross-culturally with Hispanics (and/or in Spanish) in your service learning project (or other/unrelated interactions), and extrapolate how you should proceed in perfecting these skills. Again, the tone should be personal and informal, but the writing must be well organized and should follow the conventions of standard Spanish grammar and spelling.
4. **Quizzes.** Vocabulary and grammar knowledge. See schedule for dates.
5. **Exams.** Vocabulary, grammar knowledge, as well as listening, reading and composition skills. One midterm and one final.

About the Grading Criteria

Annotated Bibliography Grading Criteria

	A	B	C	D
Identify Needed Information	Effectively defines and narrows the scope of the research topic. Types of sources selected directly answer the research question	Defines the scope of the research topic completely. Types of sources selected relate to concepts or answer the research question.	Defines the scope of the research topic incompletely (parts are missing, remains too broad or too narrow, etc.). Types of sources selected partially relate to concepts or answer the research question.	Has difficulty defining the scope of the research topic. Types of sources selected do not relate to concepts or answer the research question.
Access Needed Information	Citations represent various media (e.g., books, journals, websites). All cited resources come from reliable sources.	Citations represent various media (e.g. book, journals, websites). Most cited resources come from reliable sources.	Citations represent a limited range of media (e.g., books, journals, websites). some cited resources come from reliable sources.	Citations are from only one type of media. Few cited resources come from reliable sources.
Use Needed Information Ethically and Legally	Citations and references are correct MLA citation style. Paraphrase, summary, or quotes in ways that are true to original context.	Citations and references are MLA style with few errors. Paraphrase, summary, or quotes are close to the original context, but not rely too heavily on quoting or have too little summary.	Citations and references are consistent, but aren't MLA style. Paraphrase, summary, or quotes are too broad to reflect the original content.	Citations and references do not resemble a citation style. Annotations are absent or do not reflect content of the article.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; very few spelling errors; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; a few spelling errors; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; several spelling errors; avoidance of complex structures and limited control of simple structures.

Service Learning Journal Criteria

	A	B	C	D
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	A	B	C	D
Cultural Observations	Consistently develops cultural observations that synthesize personal research, class discussion and service experience into a deeper understanding of Hispanic culture.	Develops cultural observations that synthesize personal research, class discussion and service experience into a working understanding of Hispanic culture.	Develops cultural observations by filtering service learning experience through untested preconceptions.	Summarizes service learning experience without reflection.
Personal Discovery	Distinguishes clearly between self and culture, and exhibits the development of a synthesis of cultural perspectives	Distinguishes clearly between self and culture, and exhibits an openness to learning from a second culture's perspective	Exhibits ability to distinguish between self and culture, but a reticence to detach self from first (native) culture's perspective	Exhibits an inability to distinguish between self and first (native) culture.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; one or two spelling errors per page; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; three to four spelling errors per page; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; more than four spelling errors per page; avoidance of complex structures and limited control of simple structures.

Final Reflection Essay

	A	B	C	D
Cultural Observations	Consistently develops cultural observations that synthesize personal research, class discussion and service experience into a deeper understanding of Hispanic culture. Content is thought-provoking.	Develops cultural observations that synthesize personal research, class discussion and service experience into a working understanding of Hispanic culture. The content is clear.	Develops cultural observations by filtering service learning experience through untested preconceptions. The content is adequate.	Summarizes service learning experience without reflection. The content is underdeveloped.
Organization	A very clear introduction that guides the entire essay. Each paragraph has a controlling idea and excellent supporting detail. Conclusions are appropriate and connected to the learning experience.	A clear introduction with a clear central idea. Organized essay, with each paragraph having a controlling idea that is adequately supported by detail. Conclusions are appropriate and connected to the learning experience.	The introduction is adequate, with a generalized central idea. Each paragraph has an idea that may or may not be supported, and may or may not relate to the central idea. Conclusions are made, but not entirely supported by presented information.	Introduction is not clear. Central idea is not clear. Ineffective organization at the paragraph level. Conclusion is absent or not supported by presented information.
Language	Language exhibits great vocabulary range; no spelling errors; simple and complex structures exhibit no errors.	Language exhibits good vocabulary range; one or two spelling errors per page; simple structures exhibit no errors, but complex structures exhibit some errors.	Language exhibits adequate vocabulary range; three to four spelling errors per page; simple and complex structures exhibit some errors.	Language exhibits deficient vocabulary range; more than four spelling errors per page; avoidance of complex structures and limited control of simple structures.

About the Grade

“Teachers do not **give** grades; they record what the student has accomplished.”

Annotated Bibliography	10 %
Service Project Journal	10 %
Reflection Essay	20 %
Exams	40 %
Quizzes	20 %

About the Course Policies

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Golden Rule: We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

Attendance: Attendance is mandatory. If you miss class for any reason you may be assigned extra work to make up for the missed learning opportunity.

Accommodations for Students with Special Needs: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

About the Course Schedule

Sem	martes	jueves
1	Introducción	Unidad 1a: Read: Note to the student, 1-2 Review: Principios, 8-39 Quiz on vocabulary, 3-5
2	Unidad 1a Read: El voseo-Notes from the Field, 40-43; ¡A conversar!, 47; ¡A resumir!, 47. Quiz on principios, 8-41.	Unidad 1a Read: La diabetes, 44-5; Aplicación, 48-9; Más allá, 50; Entrevista, 51. Identify service learning project.
3	Unidad 1b Read: Note to the student, 53. Review: Principios, 59-83. Quiz on vocabulary, 54-8.	Unidad 1b Read: Self-reflection-Notes from the Field, 84-7; ¡A conversar!-¡A resumir!, 89. Quiz on Principios, 59-83.
4	Unidad 1b Read: Comida y familia, 86; Aplicación-Entrevista, 90-3.	Unidad 2a Read: Note to the student, p. 95. Review: Principios, 102-34. Quiz on vocabulary, 97-101.
5	Unidad 2a Read: Self-reflection-Notes from the Field, 135-7; ¡A conversar!-¡A resumir!, 140. Quiz on Principios, 102-34.	Unidad 2a Read: Muy a pecho, 138; Aplicación-Entrevista, 141-4.
6	Unidad 2b Read: Note to the student, p. 145-6. Review: Principios, 152-75. Quiz on vocabulary, 147-51.	Unidad 2b Read: Self-reflection-Notes from the Field, 176-7; ¡A conversar!-¡A resumir!, 181. Quiz on Principios, 152-75.
7	Unidad 2b Read: ¿Cómo se manifiesta el abuso o maltrato?, 178-9; Aplicación-Entrevista, 183-6.	Unidad 2b Annotated Bibliography Check-up Service Learning Journal Check-up
8	Repaso	Examen parcial
9	Vacaciones de primavera —no hay clase.	
10	Unidad 3a Read: Note to the student, p. 187.	Unidad 3a Read: Self-reflection-Notes from the Field,

	Review: Principios, 194-227. Quiz on vocabulary, 189-93.	228-30; ¡A conversar!-¡A resumir!, 233. Quiz on Principios, 194-227.
11	Unidad 3a Read: Una inyección de salud, 231; Aplicación-Entrevista, 234-8.	Unidad 3b Read: Note to the student, p. 239. Review: Principios, 246-73. Quiz on vocabulary, 241-5.
12	Unidad 3b Read: Self-reflection-Notes from the Field, 274-6; ¡A conversar!-¡A resumir!, 280. Quiz on Principios, 246-73.	Unidad 3b Read: VIH/SIDA entre los hispanos o latinos, 278; Aplicación-Entrevista, 281-6.
13	Unidad 4a Read: Note to the student, p. 287. Review: Principios, 293-315. Quiz on vocabulary, 288-92.	Unidad 4a Read: Self-reflection-Notes from the Field, 317-9; ¡A conversar!-¡A resumir!, 323. Quiz on Principios, 293-315.
14	Unidad 4a Read: Kimmel, bajo el bisturí, 320; La cura del humor, 321; Aplicación-Entrevista, 324-40.	Unidad 4b Read: Note to the student, p. 331. Review: Principios, 337-74. Quiz on vocabulary, 332-6. Annotated Bibliography Due
15	Unidad 4b Read: Self-reflection-Notes from the Field, 376-8; ¡A conversar!-¡A resumir!, 382. Quiz on Principios, 337-74.	Unidad 4b Read: Vivienda justa, 380-1; Aplicación-Entrevista, 383-6. Service Learning Journal Due
16	Unidad 4b	Repaso Final Reflection Essay Due
17	Examen final — martes, 5 de mayo, 10:00 - 11:45.	

This schedule is tentative and subject to change.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 12, 2014
TO: Dr. Paul Roggendorff
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPAN 310 – Spanish for Healthcare Providers

After reviewing the course proposal for SPAN 310 – Spanish for Healthcare Providers, the library is able to support the proposed course. Please contact your Librarian Liaison Carisse Berryhill (carisse.berryhill@acu.edu) or Karen Hendrick (hendrick@acu.edu) if additional library resources are needed for supporting the course. Thank you for letting us review the course application.

Wednesday, March 12, 2014
Paul Roggendorff
Abilene Christian University

Re: SPAN 310 Application

Dear Paul,

The Adams Center has completed the review SPAN 310: Spanish for Healthcare Professionals. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

Here are some notes and suggestions for improving the syllabus's accuracy and clarity.

- Your course objectives are somewhat vague. What constitutes "the advanced level" and "more effective?"
- Add the instructor's office hours.
- You may want to add an expectation for how best to contact the instructor.
- You may want to add rules for disputing/discussing grades.
- You may want to add rules for late assignments or exams.

Please address these items before submitting your syllabus to the council. There is no need to return the syllabus to the Adams Center for further review if these items are completed. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University