

Strategic Priority Funding Proposal One-Time Non-Base Investment Proposal: Step 2

(Please limit the proposal narrative and attachments to 10 pages)

Proposal Name: MS Spanish for the Professions

(Increase space or add pages as needed)

1. Provide a description of the project being proposed. (5 points)
2. Explain how this project is specifically targeted to one or more strategic priorities. (10 points)
3. Describe the impact this project will have on students and/or others whom we serve. (10 points)
4. Identify the "SMART" outcomes for the project (specific, measurable, achievable, relevant, and time-bound). (5 points)
5. Discuss what this project will do for the university that warrants the investment. (5 points)

6. Describe how the activities generated by this project would be sustained after one-time funding has ended, or if applicable, explain why the project does not need to be sustained. (5 points)

7. Budget (5 points):

Outline the funding requested using the categories listed below. Please note, budget revisions beyond 10% total change from the initial proposal require approval. Budget revisions of more than 20%, constitutes a major change in the project scope and will not be approved.

	FY12	FY 12 Matching Funds	FY13	FY 13 Matching Funds	FY14	FY13 Matching Funds
Personnel						
Unclassified Salary (in-load, overload)			56240		56240	
Classified Salary						
Fringe ^a (Classified and Unclassified)			16872		16872	
Graduate Assistant Salary			10000		10000	
Graduate Assistant Tuition Reduction/Waiver ^b			5858		5858	
Non-Salary						
Student Help						
Purchased Services/Travel Expenses		5000		3200		3200
Supplies and Materials						
Building Improvement/Construction Costs						
Equipment						
Total Budget Requested			\$ 88970.		\$ 88970.	

^a Note: All current employees must be paid fringe benefits. Fringe should be estimated based on salary and position classification: Unclassified 30%, Classified 37%, Adjunct 7.65%.

^b Estimated Tuition Reduction/Waiver for full-year enrollment: Masters \$5,858, Doctoral \$10,000.

8. Identify any special considerations or needs required for this project (e.g. physical space, contractual obligations, IT support, or collaborations with/implications for other units). (5 points)

9. Provide a project timeline outlining key tasks, milestones and dates for completion. (5 points)

1. The Master of Science: Applied Spanish for the Professions would be a unique degree offering in the United States. There is currently 1 online MA in Spanish offered by a state university in the nation (New Mexico S U) and there are none that offer the same focus as the proposed program. It is a 34 credit MS that focuses on 3 core competencies: writing, multicultural literacy and oral proficiency. Admission requirements include advanced oral proficiency as measured by the American Council of Teachers of Foreign Languages OPI interview. There is no APP or thesis option with this degree; students complete a portfolio in which they demonstrate competency in the three areas.

2. The project fits Strategic Priority goal area 1 (the university as a problem-solving engine without boundaries) and is particularly germane to priority #3: greatly expanding the reach of our extended learning programs.

One of the problems that postsecondary education already faces is the inability to provide enough qualified employees for the fastest growing occupations. According to a Georgetown University Center on Education and the Workforce report, 85% of employees in occupational clusters such as Managerial and Professional Office, Education, Healthcare Professional, Community Services and Arts and STEM will hold Masters Degrees or better.

<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

By creating a program that will deliver content in an online environment, we attempt to address goal area 1 by eliminating boundaries and by offering a program that attempts to solve the problem of helping create an educated workforce, prepared to work in fields in which a graduate degree is an important qualification.

By delivering the MS program in an online environment, the Department of World Languages & Cultures will access new students through a medium that is not tied to geographical space, thus addressing priority 3: expanding the reach of our programs. The MS is also designed to allow students who may not speak English natively to pursue an advanced degree from a U.S. university that would have great utility in any community in which Spanish is a (1st, 2nd or 3rd) language.

3. In describing the impact of the project, there are several issues to consider. The first is the number of Spanish teachers in the state, region and nation. We begin with educators because they are one group whose profession requires by law, continuous development. The state of MN, for example, requires teachers to earn 125 clock hours of professional development every five years. Numbers of these hours have to be dedicated to areas outside of their discipline, but the most significant number is available in their field of study. Another draw of graduate coursework for Spanish teachers would be the financial advancement that comes with increasing their education. Most contracts offer steps based on years of service, but the most efficient means to move up the salary scale is by adding coursework to their degree. There are different salaries offered to teachers with a BA, the BA+15,

+30, +45, MA, and the like. There is a natural attraction to an online program that provides Spanish teachers with the opportunity to enhance their skills and improve their salary at the same time.

The competency-based program is doubly attractive to teachers because it focuses on both productive (speaking and writing) and receptive (reading) communicative competencies, as well as a strong multicultural component, the foundations of Spanish programs.

Spanish teachers are a core constituency upon which we will build the program, but the MS is designed to appeal to other professionals. Since January 1, 2012, the following employers have posted notices on <http://spanishjobsnow.jobamatic.com/a/jobs/find-jobs> and <http://foreignlanguage.jobamatic.com/a/jobs/find-jobs> for candidates with Spanish language skills:

AT&T, JPMorgan Chase, Amerigroup, Soliant Health, Parkland Health and Hospital Systems, Verizon Wireless, Wells Fargo, Waste Management, World Yacht, Union Bank, Halliburton, Ajel Technologies, Texas Children's Hospital, Kaiser Permanente, to name a few. These positions include medical interpreters, HR generalist, retail sales, clerical support, nursing, customer service, management, bank tellers, financial representatives, business analysts and the like. The competencies that students will develop through the Spanish MS include skills in translation, document preparation and editing, oral reasoning, interpretation, and cultural reading and analysis. The program would prepare students to work in a global society in one of the most commonly spoken languages in the world. On a purely national scale, it is a fact that the Latino population is the fastest growing segment in the U.S. It is also a fact that Spanish will outgrow English as a majority language. It is therefore incumbent on us to prepare professionals to be able to provide the goods and services that the Latino population consumes as members of our society.

(As an aside, there is the possibility that any one of the competency areas could be developed as a stand-alone certificate program. Our proposal is to create a Masters program, but there are additional options as well)

4. Measureable outcomes

Measuring functional competencies and addressing competency gaps.

The Spanish program will establish a review board that will conduct an annual review of student submissions to the portfolio to evaluate demonstrated progress in competency areas and to deal with competency gaps by working with students to provide clear communication about meeting goals and designing development plans that are appropriate and candidate-specific. The review will be held bi-annually since students may begin their program in the fall or spring semesters.

SMART OUTCOMES:

The Review Board will evaluate how the students:

*demonstrate their ability to conduct the necessary research to employ oral and written language that is appropriate to the environment in which the language is intended for use. (Specific)

*demonstrate their ability to differentiate their own perspectives and values from perspectives and values that are appropriate to the intended audience, an audience that is necessarily diverse (due to the enormous variety of fields, linguistic subtleties of usage from region to region and socio-economic groups, etc.) and may not be similar to their own. The program will consider the need to hire outside cultural consultants to insure accuracy since documents for evaluation will involve a variety of fields and communities of speakers from the over 20 countries where Spanish is spoken. (Measurable)

*demonstrate successful use of pertinent resources on which the student relies for accuracy in content development of their portfolio documents (bibliography of resources by topic area developed by individual student) (Measurable)

*demonstrate ability to communicate their ideas or the ideas of others successfully and appropriately through original oral and written discourse, translation and interpretation to diverse (and a variety of intended) audiences (Achievable)

*demonstrate their ability to improve communication of ideas through their intervention by using culturally-informed decision-making strategies (Relevancy)

*demonstrate continued progress toward completing the degree and meeting competency expectations as determined by the rubric for review of portfolios. The student's execution is evaluated in the areas of overall communicative and cultural competence for the specific audience through peer review, instructor review during the year and ultimately in an annual review of assessed documents in a student's portfolio by the departmental review board. (Timebound)

Execution of oral and written competence. Students will demonstrate accuracy of syntactic use of the language, punctuation, elements of oral and written composition for effective communication in a variety of exercises for a variety of audiences. These materials will be developed in individual courses, peer reviewed, instructor reviewed and reworked before the oral and written submissions will be added to student's the portfolio that is submitted to the department review board for annual progress review and the final portfolio.

Strategic decision-making for cultural competence. Students will demonstrate their ability to make appropriate strategic decisions for specific purposes and audiences and will be evaluated on how appropriate the communication is for the specific audience. For example, a document concerning guardianship intended for the legal system in California is written differently than a document for the Spanish legal system or, more specifically, a document written by a teacher for a legal guardian about a student's performance in a course. Similarly, an advertisement intended for an audience in Texas requires the integration of culture-specific information that is culturally, historically and linguistically-accurate. Performance evaluation will include regular peer review, instructor review and, if pertinent, an outside reviewer for cultural accuracy before being entered into the portfolio that will be evaluated by the departmental review board on an annual basis.

Justification for periodic review of portfolio submissions and addressing the competency gaps. Since it is expected that some online MS students will be take two or more years to complete the program, the review board's function is two-fold: the review board will evaluate annual progress and determine if the student's submissions meet minimum standards for communicative and cultural competence; secondly, members of the board will help the student establish competency-based performance goals on an annual basis. The second function is to serve as the final review board for the program graduates in the semester they intend to graduate. Students who do not meet the minimum standards in this review may resubmit revised materials for the next annual review in a subsequent semester but not more than 12 months after the first final review.

5. The proposed MS warrants investment because: it would be unique in the U.S., filling a need area that only continues to grow; it would help fulfill the strategic vision around which action steps #1 and #3 were articulated: breaking down barriers that limit impact and creating solutions for pressing challenges leading to the envisioned new level of greatness in service to the global community; it would help the university grow by reaching new students in the state, region and nation who currently don't currently have a relationship with the institution without increasing pressures on our physical infrastructure.

6. The proposed Spanish MS is conceived to be self-sustaining through tuition after one-time funding ends. A minimum of 25 students per class would make the class self-sustaining.

7.

a. The program will consider the need to hire **outside field specialists (knowledge of outside professions)** to insure accuracy on a semester to semester basis since documents for evaluation will involve a variety of fields and communities of speakers from the over 20 countries where Spanish is spoken. In the budget this would fall under **purchased services**. We recognize that expertise may already exist on campus and we would take advantage of that expertise where it exists.

Once the program is established and self-sufficient, it is expected that these purchased services would be self-supporting with the money that is returned to the department through tuition. Consultants would be contracted for a number of hours per semester according to university specifications for such purchases. Since the cultural consultants or field specialists consultants will change based on student/instructor projects or needs of the community for specialists in a specific area (health, engineering, social services, import/export, agriculture, etc.) ,the consultants would also change and cost may be determined by university regulation as well as costs that these fields demand for hourly services.

first year. We likewise envision that the information provided would have value over time and that the input received would be good for, say, 5 years.

b. Advertising budget. World Languages & Cultures will begin with advertisement through the career contacts in our career center (development of both web-based advertisement and a pamphlet for distribution at local, regional, national and international career and employment networks/fairs) in addition to vehicles that target teachers (MLA, ACTFL, AATSP).

a) web advertisement that is funneled to online networking/career sites & social media sites as recommended by the university marketing team **(budget line for purchased services)**

b) pamphlet for traditional distribution at career and resource fairs and for employer contacts here and overseas **(budget line for purchased services)**

Once the program is established and the word is out, advertising costs will drop to the level necessary to recruit sufficient students to maintain a steady cadre of students.

One or two graduate assistants for start-up:

c. Graduate assistant (near-native or native English/near-native or native Spanish and experience in digital portfolio development) to assist with development of online portfolios, tracking of revised documents, assisting students with the development of pertinent resources for their field research, developing a resource base of consultants, etc.

d. Graduate assistant (Native speaker of Spanish required/near-native or native speaker of English with exception) to assist with language/linguistic questions of students in the program

8. Physical space would not be impacted by this project. Contractual obligations would be the same for any faculty member. IT infrastructure and support is already in place. There would be no implications for other units on campus.

9. AY 12-13: proposed classes move through the university curriculum process by 1/13.

Advertising during AY 12-13 of new program: . World Languages & Cultures will begin with advertisement through the career contacts in our career center (development of both web-based advertisement and a pamphlet for distribution at local, regional, national and international career and employment networks/fairs) in addition to vehicles that target teachers (MLA, ACTFL, AATSP).

- a) web advertisement that is funneled to online networking/career sites & social media sites as recommended by the university marketing team
- b) pamphlet for traditional distribution at career and resource fairs and for employer contacts here and overseas

Once the program is established and the word is out, advertising costs will drop to the level necessary to recruit sufficient students to maintain a steady cadre of students.

National search for an Asst. Professor, Fixed-Term, begins fall, 2012 and is completed by April, 2013.

Applied Spanish for the Professions (Master of Science) 34 cr.

ONLINE DELIVERY

- **Additional admission requirement for this program:** Advanced oral proficiency in Spanish and English (ACTFL) or equivalent; successful completion of an online Spanish writing proficiency evaluation.
- **Technology requirement:** There are minimum computing/technology requirements for this program (microphone, access to certain software programs, etc.). Please contact the department for details as these will change as technologies emerge.
- **Required Portfolio 0 cr.** The Portfolio course is a 0 credit registration. The electronic projects submitted by the student for evaluation will be assessed by the Program Faculty Examining Committee in the final semester of enrollment before graduation.

**Required Coursework for MS Applied Spanish for the Profession: 28 credits of restricted Spanish electives plus 6 graduate elective credits in Spanish or a supporting area of studies= 34 credits.
This program can be completed in a 2 year rotation (see below)**

^Indicates a component for assessment in the portfolio is created in this course.

Competency Area 1. WRITING. 10 cr. (Selection must include 635)

- SPAN 631 Writing workshop for the professions 3 cr. *The focus of the course is to provide writing experience for professional interaction.*
- SPAN 632 Translation workshop 1 (Spanish to English) 3 cr. *Theory and Practice.*
- SPAN 633 Translation workshop 2 (English to Spanish) 3 cr. *Theory and Practice.*
- SPAN 634 Editing and Document preparation 3 cr. *This course focuses both on syntax and error correction as well as how to prepare a document for publication. While the course is open to all graduate students, this course is specifically designed to provide additional advanced grammar and writing support for native and heritage speakers. There will also be a focus on citation and bibliographical referencing for document preparation.*
- ^SPAN 635 Writing project: Technical, Creative or Translation 1 cr.

Competency Area 2. MULTICULTURAL LITERACY Req. 9 cr.

- Span 600 Existing TOPICS course may be selected when offered online.
- Span 601 "
- Span 603 "
- Span 604 "
- Span 605 "
- ^SPAN 641 Cultural Readings and Analysis 3 cr.
Read and interpret a wide variety of writing examples within a cultural context. Ability to formulate opinions and discuss these writings in a coherent and culturally-connected way. (From business communication to political manifestos. From Flash Fiction (microcuento) to the 21st century novel).
- SPAN 642 Pragmatics 3 cr. *Social language use for the professions. Recognition and usage of appropriate language in a variety of professional contexts.*
- ^SPAN 643 Cultural practices of Spain and the Americas 3 cr.
Readings, investigation and discussions promote awareness of cultural practices and policies for intercultural and international interaction at the professional level. Includes research project for the portfolio.

COMPETENCY AREA 3. Oral Proficiency (9 cr)

- SPAN 651 Oral communication for the professions. (3 cr) *Development of advanced language production skills for professional interaction (includes interviewing skill building).*
- SPAN 652 Oral reasoning workshop (3cr) *Preparation of oral arguments based on inquiry, research, data analysis.*
- ^SPAN 653 Interpretation workshop (3 cr.) *Theory and Practice. Spanish-English; English-Spanish*
- ^SPAN 654 Oral presentation skills with Digital Technology (3 cr.) *Preparation of oral presentations in a variety of fields. Final oral presentation in student's field may be added to the portfolio for evaluation. Practices effective use of real-world tools for presentation and communication in Spanish.*

Additional registration requirement.

SPAN 690 Portfolio (0 cr) Includes documentation of projects used to demonstrate performance and skill level in all competency areas. The student's portfolio is evaluated in the final semester of enrollment by a faculty committee.

Optional elective course for this degree.

SPAN 698 Internship: Engagement in the Profession (1-3 cr.)

Unrestricted electives: 6 graduate credits of approved electives made in consultation with advisor. Electives may be additional courses in Spanish or online graduate courses offered by different departments. Check with instructors or offering departments for online offerings each semester (i.e. CMST, ENG, HIST, GOV, etc.)

SPAN 501 Existing course may be selected when offered online.

SPAN	502	"
SPAN	503	"
SPAN	507	"
SPAN	564	"
SPAN	600	"
SPAN	602	"
Span	601	"
Span	603	"
Span	604	"
Span	605	"
Span	677	Available each semester.
Span	692	Available each semester.
Span	698	Available each semester.

Additional elective courses to consider:

WLC	560	Methods
WLC	561	Practicum
WLC	562	FLES Methods
WLC	563	Practicum
CMST	613	Advanced Intercultural communication
CMST	633	Communication for Professionals
ENG	573	Desktop publishing 4 cr.

Sample rotation for Applied Spanish for the Professions to complete the degree in 3 years.

690 0 cr. will be listed all semesters beginning Fall 2014.
635 1 cr. will be listed all semesters beginning Fall 2014.
698 1 cr. will be listed all semesters beginning Fall 2014.

Sample minimum online graduate courses offerings per semester for this degree.

Fall 2014	Span 600 2 cr.	
	Span 631	**Span 635, 690, 698 available all semesters.
Spring 2015	Span 643	**635 to be offered in load whenever possible.
	Span 632	**690 & 698, as presently conceived, are not load bearing.
Fall 2015	Span 633 or 634	
	Span 642	
Spring 2016	Span 641	
	Span 651 or 652	
Fall 2016	Span 654	
	Span 653	