

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted 1 February 2011

Program Bachelor of Arts in Spanish
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- ____ 1. Continuation of the program at the current level of activity;
- x 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- ____ 3. Identification of the program for further development (for example, providing additional institutional commitment);
- ____ 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- ____ 5. Discontinuation of the Program

Rationale for Recommendation:

Signature of person preparing report:

Date

Signature of Dean

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

EXECUTIVE SUMMARY FOR REVIEW OF BACHELOR OF ARTS IN SPANISH

Name and degree level of program: Bachelor of Arts in Spanish

External reviewer: Dr. Mary-Anne Vetterling
Professor of Spanish
Regis College
Weston, MA

Significant findings. In her review, Dr. Vetterling offered a number of observations and suggestions:

- Dr. Vetterling had praise for Spanish program. She wrote, “In general, the Spanish . . . Department [is] doing well and should definitely be funded given their overall importance in the University.” She added that the program is “so vital to the overall strength and quality of the education your university offers its students.” Finally, Dr. Vetterling stressed “how important it is to know a second language in order to function well in many fields of specialization and in the world of the twenty-first century.”
- Dr. Vetterling had praise for our foreign language faculty. She observed, “They are doing great things with the resources available to them and should be highly commended for their work and encouraged to be creative in attracting students to the majors.” She also commended Dr. Sellers, whom she described as “very talented” and possessing “impressive expertise that show great potential for growth in a number of very attractive directions, depending on the interests of the students at your school.”
- Dr. Vetterling suggested improving our website for the Spanish program.
- She suggested offering bilingual courses for advanced literature courses with lectures in English and reading in Spanish or English, depending on the students’ majors.
- She indicated that we might try to increase student interest through film festivals, a Spanish table in the dining room, and a Spanish club. She also asked us to consider blogs for the students and to encourage double majoring.

Plans for program improvement, including timeline. Since the Spanish B.A. program was placed on probation with the HEPC, our efforts with this program have focused on recruiting more majors and increasing graduation rates. The current reporting of data significantly distorts the number of majors because it does not account for double majors or Spanish education majors. The result is a serious underreporting of our Spanish majors that threatens the B.A. in Spanish at Fairmont State. Even so, we remain committed to increasing majors graduating with the Spanish B.A.

- In the fall of 2009, we instituted Immersion Day on Campus to recruit students from local high schools for our language programs. Immersion Day brings students in the schools to campus for a day of learning about language and culture in a series of activities that engage them intellectually and physically. Immersion Day shows these students that language acquisition has broadened and changed from the days when many of us studied grammar matrices and rules; the communicative approach stresses the ability to use the language and understand the culture in the “real world.” We held Immersion Day again in October, 2010 and plan a third next October.
- We have begun a series of visits to local schools to share with faculty and students the advantages of understanding another culture and knowing its language. Dr. Julie A. Sellers spent a day working with students at West Fairmont Middle School. J. Robert Baker visited Jenny Santilli’s Spanish classes at South Harrison High School. We are working with Sally Morgan at Marion County Schools to schedule other class visits to high schools in Marion County to encourage students to study Spanish for more than the required two years and to continue to study at the university level. We hope to include Harrison and Monongalia County schools in these visits, to make these school visits a part of our spring agenda over the next three years, and to measure their effectiveness.
- We continue to partner with other divisions of Fairmont State to encourage students to double major. At the moment, a number of students are double majoring in Spanish and criminal justice, fine arts, and the liberal arts. As we move toward registration of new students for the fall, 2011 term, we are partnering with the Honors Program to recruit more majors among the Honors students who have had Spanish in high school. We will also be encouraging advisors in the Academic Advising Center to encourage students to try Spanish at least as a minor. These efforts at partnering are an on-going activity each semester.
- In July, 2011, we will host our first World Language Camp. This three-week residential experience will bring thirty rising seniors and juniors from Gear-Up schools to campus for an immersion in Spanish language and culture. The aim of the camp is to increase students interest in Spanish and its various cultures around the world as it prepares them for college-level study of Spanish. The Camp should be a good recruiting tool because by giving students the experience of living and studying at Fairmont State, the camp will give them the confidence that they can succeed here. We plan to offer credit by examination at the end of the camp so that the students will already have begun the Spanish major by the time they enroll at Fairmont State.
- We will work this summer with Information Technology to find a way to count double majors. At the moment, reporting focuses on the first major a student reports. We also need to come to consensus about how to treat education majors with a specialization in Spanish. These students actually complete the requirements for a B.A. in Spanish, but they do not show up on statistical reports as Spanish majors.
- Dr. Sellers, though only in her first year with us, already has great plans for faculty-led travel opportunities to Spanish-speaking countries and faculty-led service learning

opportunities among Spanish-speaking communities both in the nation and abroad. In March, 2012, we will host an immersion experience for majors, minors, and interested students by taking students to New York to study and do service learning with the Dominican community in the City.

- She also has begun to facilitate a Spanish club at students' request. She is also planning to expand the curricular offerings at the beginning and advanced levels and to partner with other divisions within the University such as criminal justice, business, and nursing.

Results of previous review. The previous review submitted five years ago found no deficiencies or weaknesses. We continue to work on adhering to standards published by the American Council on the Teaching of Foreign Languages.

The B.A. in Spanish remains a necessity for Fairmont State University. With more than forty million speakers of Spanish in our country alone, our students will find themselves better equipped to enter a variety of fields if they know how to speak Spanish.

Five-year trend data on graduates and majors enrolled. Enrollments in the Spanish program have remained static at one or two a year most likely because of turnover of personnel and the temporary filling of the Spanish faculty line for two years. Graduation rates have remained disappointing save for 2008-09 when five majors graduated. We are confident that with Dr. Sellers on the faculty, these numbers will increase.

Summary of assessment model and how results are used for program improvement. This past year, Dr. Sellers completed the learning outcomes for Spanish courses that are in the general studies program. (Those outcomes are included in Appendix B.) We anticipate that by the end of this academic year, she will have developed the assessment plan for the Spanish program into a useful and efficient project.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees). Three of our graduates are teaching in various ways; none are using their degree in Spanish for employment.

PROGRAM REVIEW

**FAIRMONT STATE UNIVERSITY
DEPARTMENT OF LANGUAGE AND LITERATURE
BACHELOR OF ARTS IN SPANISH
PROGRAM REVIEW
JANUARY, 2011**

PROGRAM CATALOG DESCRIPTION:

With more than forty million Spanish speakers, Spanish is now the second most-spoken language in the U.S., and employment opportunities are significantly strengthened for majors. In education, there is widespread need for Spanish teachers at all levels. In many places, Spanish proficiency has become essential for such professions as social work, criminal justice, business and banking, and allied health areas. Spanish courses at Fairmont State University are designed to develop students' skills in speaking, comprehension of, reading, and writing the language. They will also gain an understanding of Hispanic culture both outside and inside the United States.

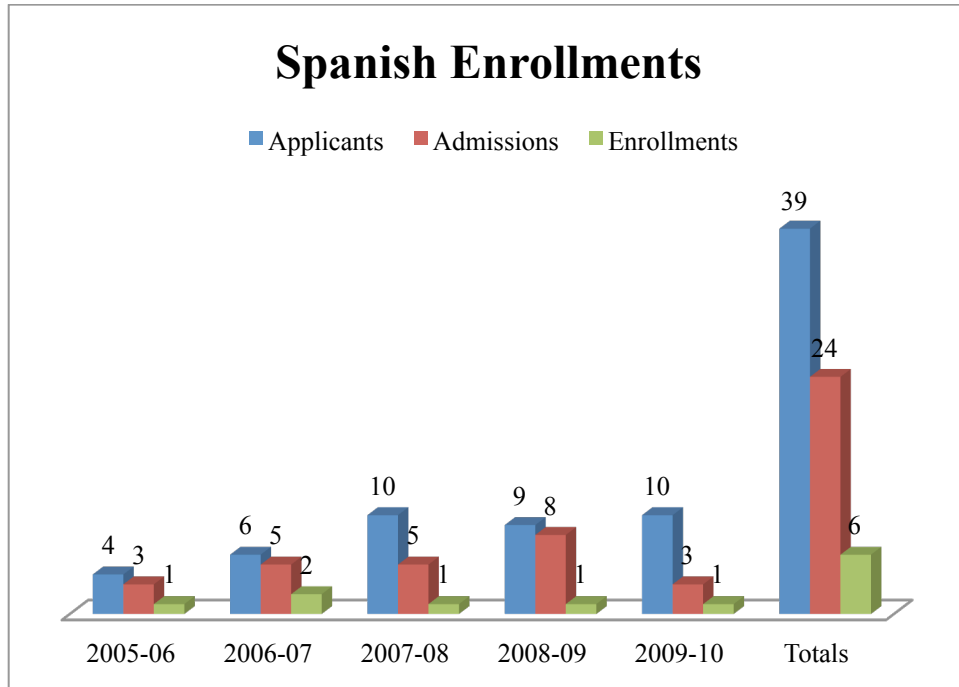
Students preparing to teach Spanish and those wishing to integrate Spanish into their chosen professions will be able to choose from a variety of courses aimed at helping them reach their career goals.

Spanish majors are strongly encouraged to spend at least one semester abroad in a Spanish-speaking country, preferably but not necessarily in their junior year. Students have the option of traveling to a Spanish-speaking country and doing research on an approved topic, for which they will receive 3-6 credit hours (SPAN 4402). Students in approved internships (SPAN 3300) will receive 3-6 upper-division credit hours, depending upon the type and duration of the internship.

Advanced Placement allows Spanish majors and minors with previous experience in the target language to accelerate their program. A placement exam will determine at what level the student may begin.

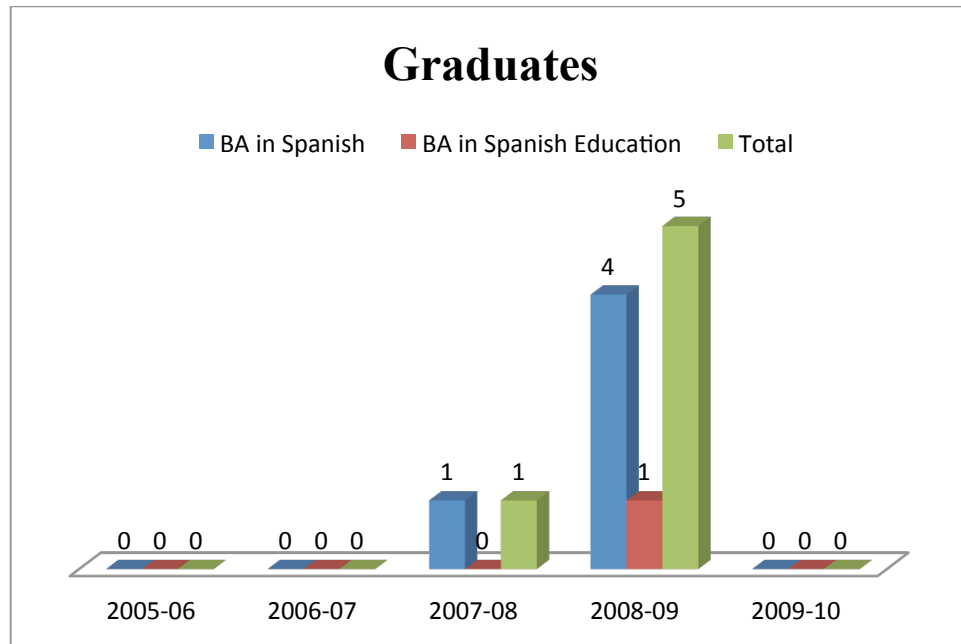
VIABILITY (§ 4.1.3.1)

ENROLLMENTS



	2005-06	2006-07	2007-08	2008-09	2009-10	Totals
Applicants	4	6	10	9	10	39
Admissions	3	5	5	8	3	24
Enrollments	1	2	1	1	1	6

GRADUATES



	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
BA in Spanish	0	0	1	4	
BA in Spanish Education	0	0	0	1	
Total	0	0	1	5	0

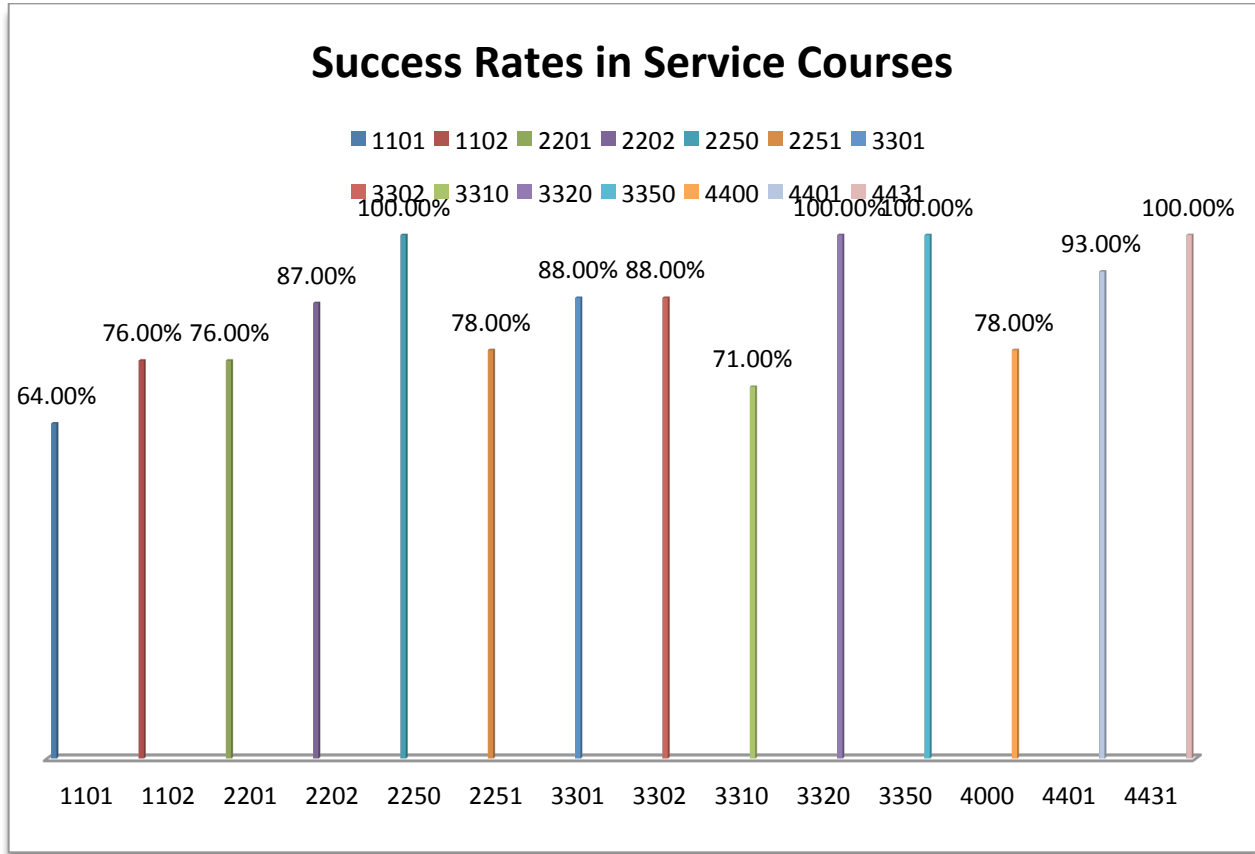
PROGRAM COURSES

			2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	Total
SPAN	1101	Elementary Spanish I	123	139	110	98	124	594
SPAN	1102	Elementary Spanish II	54	55	24	35	34	202
SPAN	2201	Intermediate Spanish I	33	24	45	9	6	117
SPAN	2202	Intermediate Spanish II	27	23	23	10	1	84
SPAN	2251	Spanish for Criminal Justice	0	0	9	0	0	9
SPAN	3301	Spanish Composition and Conversation I	6	12	2	6	0	26
SPAN	3302	Spanish Composition and Conversation II	10	6	0	4	0	20
SPAN	3310	Spanish Civilization and Culture	5	2	4	3	0	14
SPAN	3320	Latin American Civilization and Culture	0	8	1	0	0	9
SPAN	3350	History of Spanish Language	0	10	0	0	0	10
SPAN	4400	Survey of Latin American Literature	5	10	0	5	3	23
SPAN	4401	Survey of Peninsular Literature	9	0	2	0	3	14
SPAN	4431	Spanish Methods & Materials in Teaching	0	0	1	1	0	2
Totals			272	289	221	171	171	1124

SERVICE COURSES

The introductory Spanish courses (1101, 1102, 2201, and 2202) support the general studies program, and SPAN 2251 serves the criminal justice program, preparing majors to work more effectively with Hispanics. All of the Spanish courses support the B.A. in Education with Spanish as a teaching field.

SUCCESS RATES SERVICE COURSES

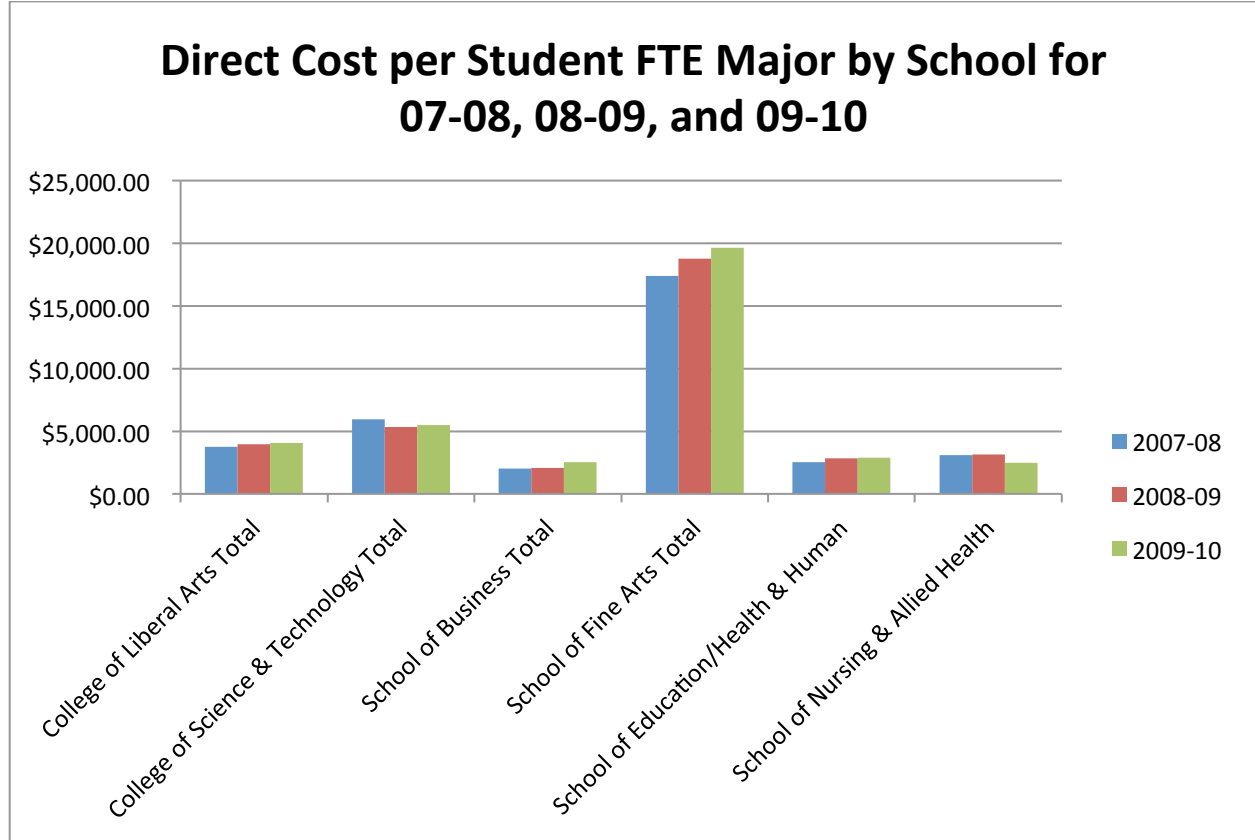


EXT ED/OFF-CAMPUS COURSES

The two introductory Spanish classes, SPAN 1101 and 1102 are taught at the Caperton Center and at the Lewis County Center.

	2005-06	2006-07	2007-08	2008-09	2009-10
Caperton Center	0	1	2	2	2
Lewis County	0	0	0	0	2

COST/STUDENT CREDIT HOUR



GENERAL STUDIES REQUIREMENTS MET

The Spanish B.A. follows the current general studies program. See Section, “Adequacy,” below.

ASSESSMENT

Assessment of the Spanish program is in its initial phases. With the resignation of our Spanish professor in August, 2008 and the filling of that position with a temporary full-time appointment, our development and implementation of an assessment plan for Spanish was delayed. As we searched for a new full-time person, we were focused on the need for someone who had the skills and experience to oversee the assessment of the Spanish program. We were fortunate in hiring Dr. Julie Sellers who has both experience teaching post-secondary Spanish and working with the Standards and Assessment Unit of the Wyoming Department of Education. Since August, 2010, Dr. Sellers has written outcomes for Spanish 1101, 1102, 2201, and 2202. She is implementing the assessment of these outcomes and continues to write outcomes for the program.

ADJUNCT USE

	2005-06	2006-07	2007-08	2008-09	2009-10
Full-time Faculty	1	1	1	1	1
Part-time Faculty	1	2	4	3	3
Totals	2	3	5	4	4

GRADUATION/RETENTION RATES

Fall Semester First-time Students

Fall	Cohort Size of Spanish First-time Freshmen	Count of this Fall Cohort Retained until Next Fall in the Spanish Program	Spanish FT Program Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	FSU Retention of Spanish FT Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Spanish FT Cohort
2003	0	0	N/A	0	N/A	0	N/A
2004	0	0	N/A	0	N/A	0	N/A
2005	0	0	N/A	0	N/A	0	N/A
2006	0	0	N/A	0	N/A	0	N/A
2007	0	0	N/A	0	N/A	0	N/A
2008	0	0	N/A	0	N/A	0	N/A
2009	1	0	0.00%	1	100.00%	1	100.00%
7-Yr Mean	0.14	0.00	0.00%	1.00	100.00%	1.00	100.00%

Fall Semester Transfer-In Students

Fall	Cohort Size of Spanish Transfer-In Student	Count of this Fall Cohort Retained until Next Fall in the Spanish Program	Spanish Transfer-In Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	FSU Retention of Spanish Transfer-In Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Spanish Transfer-In Cohort
2003	0	0	N/A	0	N/A	0	N/A
2004	0	0	N/A	0	N/A	0	N/A
2005	1	0	0.00%	0	0.00%	0	0.00%
2006	0	0	N/A	0	N/A	0	N/A
2007	1	1	100.00%	1	100.00%	1	100.00%
2008	1	0	0.00%	0	0.00%	1	100.00%
2009	0	0	N/A	0	N/A	0	N/A
7-Yr Mean	0.43	1.00	33.33%	1.00	33.33%	1.00	66.67%

PREVIOUS PROGRAM REVIEW RESULTS

The previous review of the baccalaureate in Spanish was submitted on 1 April 2006. At 7 September 2006 meeting, the Board of Governors voted to approve the report (http://www.fairmontstate.edu/admin/bog/minutes/09_07_06.pdf).

ADEQUACY (§ 4.2.4.2)

Program Requirements for Bachelor of Arts in Spanish	128 SEM. HRS.
General Studies Requirements	41 SEM. HRS.
Spanish Curriculum (see below)	42 SEM. HRS.
Minor	24 SEM. HRS.
Free Electives	21 SEM. HRS.

General Studies

THE FIRST YEAR EXPERIENCE 15-16 HOURS

(To be completed within the first 45 credit hours)

(Students are required to complete all Developmental Skills courses within their first 32 credit hours.)

	HRS.
ENGL 1104 Written English I *	3
ENGL 1108 Written English II *	3
INFO 1100 Computer Concepts & Applications (or demonstrated competency)	3
MATH 1102 or above (excluding 1106 and courses below 1102)	3 - 4
COMM 2200, 2201, 2202 *	3

* Designates courses with prerequisites.

SCIENTIFIC DISCOVERY 8
(Courses selected from the approved University list.)

CULTURAL/CIVILIZATION EXPLORATION 9
(Courses selected from the approved University list.)

ARTISTIC/CREATIVE EXPRESSION & INTERDISCIPLINARY / ADVANCED STUDIES OPTION 6
(Courses selected from the approved University list.)

SOCIETY/HUMAN INTERACTIONS 6
(Courses selected from the approved University list.)

SPAN 3301, Spanish Composition and Conversation I, fulfills this requirement.

Required Major Courses

SPAN 1101 Elementary Spanish I	3
SPAN 1102 Elementary Spanish II	3
SPAN 2201 Intermediate Spanish I	3
SPAN 2202 Intermediate Spanish II	3
SPAN 3301 Spanish Composition and Conversation I	3
SPAN 3302 Spanish Composition and Conversation I	3

SPAN 3310	Spanish Civilization and Culture	3
	or	
SPAN 3320	Latin American Civilization and Culture	3
SPAN 3350	History of the Spanish Language	3
SPAN 4400	Survey of Latin American Literature	3
SPAN 4401	Survey of Peninsular Literature	3
SPAN 4431	Methods: Second Language Acquisition	3

Elective Courses (9 hours)

SPAN 1199	Special Topics in Spanish	3
SPAN 2220	Language through Video	3
SPAN 2250	Spanish for Medical Professions	3
SPAN 2251	Spanish for Criminal Justice	3
SPAN 2252	Spanish for the World Economy	3
SPAN 3300	Undergraduate Internship	3-6
SPAN 4402	Independent Study	3-6
SPAN4418	U.S. Hispanic Cultures and Literature	3

Faculty Data

Please see Appendix A

Accreditation/national standards

The American Council on the Teaching of Foreign Languages (ACTFL) accredits the Spanish education program. This oversight extends to courses in the Spanish B.A., certifying them as more rigorous and, therefore, more valuable to the students.

The American Council on the Teaching of Foreign Languages has published national standards, which our program in Spanish has adopted as learning outcomes.

Outcome 1: Communication

Students engage in conversations; provide and obtain information; understand and interpret written and spoken language on a variety of topics; and present information, concepts, and ideas to an audience of listeners or readers.

Outcome 2: Cultures

Students demonstrate an understanding of the relationship between the practices, products, and perspectives of the culture studied.

Outcome 3: Connections

Students reinforce and further their knowledge of other disciplines through the foreign language, and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Outcome 4: Comparisons

Students demonstrate an understanding of the nature of language and the concept of culture through comparisons of the language and cultures studied and their own.

Outcome 5: Communities

Students demonstrate an understanding of the opportunities to use the language both within and beyond the classroom setting.

NECESSITY (§ 4.1.3.3)

Of the graduates whom we were able to contact, we found one teaches for a homeless recovery program and serves as a life-coach as well as volunteering for the autistic community. Another finished a degree in secondary education in English. A third is employed at the United Summit Center in Clarksburg as the Staff Development Specialist who coordinates the Center's training program.

There are similar programs at West Virginia University and the other state institutions. The B.A. in Spanish remains a necessity for Fairmont State University's service region because it affords students in that region an education at a relatively low tuition close to home. The Spanish program serves the general studies program and other degree requirements as noted above. The program has the potential to make our graduates in nursing, criminal justice, psychology, and business more attractive to employers because of the rising numbers of Hispanics in the United States.

Moreover, the B.A. in Spanish serves the Strategic Planning goals of fostering high levels of teaching and learning, and of strengthening the educational, economic, and cultural well-being of our region.

Dr. Sellers, who serves as our Spanish professor, trained at Kansas State University and the University of Wyoming. She worked for two years in the Standards and Assessment Unit of the Wyoming Department of Education.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

The Bachelor of Arts in Spanish trains students in the four skill areas of Spanish language learning: speaking, listening, reading and writing, and fosters the understanding and appreciation of Spanish-speaking cultures. In this, the Spanish program serves the mission of Fairmont State University in fostering “individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuit.” In the acquisition of the Spanish language and the study of Spanish-speaking cultures, majors grow intellectually and morally as their understanding of the world is broadened. Many are prepared for careers as teachers, and others establish the foundations necessary to pursue training as interpreters or translators. Students of Spanish are also well equipped for service in criminal justice, business, social work, and the medical professions. Graduates with the B.A. in Spanish have developed intellectual skills and habits that will serve them well in law school or graduate study in Spanish. The program cultivates the virtue of life-long learning, and it enhances the students’ grasp of cultures around the globe while calling students to meritorious achievement academically and civically.

The B.A. in Spanish develops ever-higher levels of language proficiency and cultural understanding that will help students to be engaged citizens in our good Republic, which has an increasing number of Spanish-speaking citizens. It also prepares them for employment in a range of fields in West Virginia or the United States and around the world.

The Spanish program supports the general studies curriculum. It also serves as a teaching field in the B.A. in Education. Moreover, three of its courses—Spanish for the Medical Professions, Spanish for Criminal Justice, and Spanish for a World Economy—support the preparation of students majoring in nursing, criminal justice, and business.

The Spanish B.A. shares facilities with other programs—two majors, four minors, and a master’s program—in the Department of Language and Literature and the School of Education. It also provides the teaching methodology course for students who have elected Spanish as a teaching field.

With reference to the University’s mission statement in the “Philosophy and Objectives” section of the current catalog (page 14):

- The baccalaureate in Spanish contributes to the breadth and range of traditional degree programs in the arts and sciences.
- Spanish courses are routinely offered at branch campuses, but, given the nature of language acquisition, are not offered online. Moreover, through service learning, students in Spanish work actively with community groups, most particularly schools.
- Spanish faculty exert themselves consistently to welcome non-traditional students and military personnel, and to support their progress; the faculty are sensitive to the large number of first-generation college students.
- Spanish faculty select textbooks with costs in mind. Faculty members also prepare their own course materials to augment course content.

- Spanish faculty formally and informally counsel students about academic, career, and personal matters.
- Spanish faculty offer cultural, recreational, and social activities that supplement and reinforce traditional classroom learning.

Appendix A Faculty Vita

JULIE A. SELLERS, PH.D.

Dept. of Language & Literature • 1201 Locust Avenue, Fairmont, WV 26554 • (304) 333-3607 •
jsellers2@fairmontstate.edu

EDUCATION

UNIVERSITY OF WYOMING

- Ph.D. in Education (Emphasis Adult Learning & Technology), May 2005
Dissertation: *Using Cooperative Learning in a Content-based Spanish Course: The Latin American Telenovela*
Director: Dr. Donna Amstutz
- M.A. in International Studies, May 2000
Thesis: *“In Our Blood”: Merengue and Dominican Identity*
Director: Dr. Stephen C. Ropp

UNIVERSITY OF KANSAS

- Doctoral student in Spanish Literature, 1997-1998

UNIVERSITY OF SANTIAGO DE COMPOSTELA, SPAIN, 1996-1997

- Rotary Ambassadorial Scholar

KANSAS STATE UNIVERSITY

- M.A. in Spanish Literature, May 1996
Thesis: *Las asesinas en el Romancero: ¿Modelos ejemplares o mujeres malvadas?*
Director: Dr. Maureen Ihrle
- B.A. in French, Summa cum Laude, May 1996
- B.A. in Spanish, Summa cum Laude, May 1994

AGNESE HAURY INSTITUTE FOR INTERPRETATION

- July 13-31, 2009

CENTER FOR BILINGUAL MULTICULTURAL STUDIES, CUERNAVACA, MEXICO

- June-July 1994, 1995 and 1996

CERTIFICATIONS

FEDERALLY CERTIFIED COURT INTERPRETER

PENNSYLVANIA CERTIFIED MASTER COURT INTERPRETER

COLORADO CERTIFIED COURT INTERPRETER

PROFESSIONAL EXPERIENCE

FAIRMONT STATE UNIVERSITY

- Assistant Professor of Spanish: August 2010-Present

PARK UNIVERSITY COLLEGE FOR DISTANCE LEARNING—ONLINE

- Adjunct Online Faculty: Spanish, March 2009-Present

LARAMIE COUNTY COMMUNITY COLLEGE, ALBANY COUNTY CAMPUS

- Adjunct Faculty: Spanish, English, French, January 2008-Present
- Chaperone: Spanish Study Abroad, Quito, Ecuador, May 17-June 7, 2009
- Spanish Tutor: February 2009-May 2009

WYOMING DEPARTMENT OF EDUCATION

- Foreign Language Training & Content Specialist, December 2005-December 2007
- Co-Director & Action Research Advisor, Wyoming Teacher Policy Institute, June 2006-December 2007

UNIVERSITY OF WYOMING

- Assistant Lecturer of Spanish, January 1999-December 2005

MCGRAW-HILL HIGHER EDUCATION

- Freelance Copyeditor, McGraw-Hill Higher Education, 2007-Present
- Freelance Editor and Contributing Writer, McGraw-Hill Higher Education, 2002-Present

JUDICIAL INTERPRETER

- U.S. District Courts, Western District of Pennsylvania, 2011-Present
- U.S. District Courts, Northern District of West Virginia, 2010-Present
- Circuit Court of the 2nd Judicial District, Carbon County, Wyoming, 2009-2010
- District Court of the 2nd Judicial District, Albany County, Wyoming, 2007-2010
- Circuit Court of the 2nd Judicial District, Albany County, Wyoming 2003-2010
- Laramie Municipal Court, Laramie, Wyoming, 2001-2010

UNIVERSITY OF KANSAS

- Graduate Teaching Assistant, Spanish, August 1997-May 1998

KANSAS STATE UNIVERSITY

- Graduate Assistant to Director, Summer Study Program in Cuernavaca, Mexico, June-July 1996
- Graduate Teaching Assistant, Spanish, August 1994-May 1996

RELATED EXPERIENCE

- Book Review Editor, *Proteus*, May 2009-Present
- Instructor, Wyoming Peace Officers Association Conference, September 17-18, 2008
- University of Wyoming Outreach Enrichment Instructor, January-April, 2008
- Interpreter/Translator, Wyoming/Bolivia Partnership for Civic Education, May 2006-Present.
- Spanish Club Instructor, Sunflower Elementary School, Lawrence, Kansas, January-April 1998
- Kansas State University International Community Service Program, Santiago, Dominican Republic, May-July 1993: Participated in composition and translation of official reports.

PUBLICATIONS

BOOKS:

- *Merengue and Dominican Identity: Music as National Unifier*. Jefferson, NC: McFarland & Co. Publishers, Inc., 2004.

ARTICLES & CHAPTERS:

- "How to Partner with Court Administrators." *Proteus* 19.4 (2010): 1 & 4.
- "Book Review: Misinterpretation and Self-Translation in *The Poisonwood Bible*." *Proteus* 19.4 (2010): 14-16.
- "Book Review: *Language into Language: Cultural, Legal and Linguistic Issues for Interpreters and Translators*." *Proteus* 19.3 (2010): 22.
- "Book Review: *Coerced Confessions: The Discourse of Bilingual Police Interrogations*." *Proteus* 19.1 (2010): 24-25.
- "Music, Language, Memory, and the Brain." *Proteus* 18.4 (2009): 17-18.
- "Bachata." Forthcoming in *The Continuum Encyclopedia of Popular Music of the World: Genres*. Eds. John Shepherd & David Horn. London: Continuum.
- "Salsatón." Forthcoming in *The Continuum Encyclopedia of Popular Music of the World: Genres*. Eds. John Shepherd & David Horn. London: Continuum.

- “Haiti as Theme in Dominican Republic Writing.” Forthcoming in *World Literature in Spanish: An Encyclopedia*. Eds. Maureen Ihrle & Salvador Oropesa. Westport, CT: Greenwood Press.
- “Santería.” Forthcoming in *World Literature in Spanish: An Encyclopedia*. Eds. Maureen Ihrle & Salvador Oropesa. Westport, CT: Greenwood Press.
- “The PEN Club in the Hispanic World.” Forthcoming in *World Literature in Spanish: An Encyclopedia*. Eds. Maureen Ihrle & Salvador Oropesa. Westport, CT: Greenwood Press.
- “Marked with a Z: Supplantations and Dualities in Isabel Allende’s *Zorro*.” *Hispanic Culture Review* XII (2006): 93-104.
- “El merengue y las identidades transnacionales: El caso de Proyecto Uno.” In *El merengue en la cultura dominicana y del Caribe: Memorias del Primer Congreso Internacional Música, Identidad y Cultura en el Caribe*. Eds. Darío Tejeda & Rafael Emilio Yunén. Santo Domingo: Instituto de Estudios Caribeños, 2006. 375-381.
- “Identidades transnacionales en la diáspora dominicana.” *Revista Dominicana de Antropología* 9.65-67 (2005).
- “Encountering Diverse Worlds.” In *Warming Up the Chill: Teaching Against the Structures*. Eds. Laurie Milford, Jane Nelson, Audrey Kleinsasser. Laramie, WY: University of Wyoming, 2003. 87-103.
- “Everyone’s Invited: Power and the Body in *La fiesta del chivo*.” *Confluencia* 19.1 (2002): 52-58. (Published under previous name, Julie Kruger).

GRANTS:

- Innovative Summer Course Grant, University of Wyoming, 2004.

PAPERS AND PRESENTATIONS

INTERNATIONAL

- “‘Contigo Aprendí’: El bolero pedagógico.” III Congreso Internacional Música, Identidad y Cultura en el Caribe: El bolero en la cultura caribeña y su proyección universal, Santiago de los Caballeros, Dominican Republic, April 18, 2009.
- “Study Groups in World Language Pedagogy: Using Two-Way Video to Provide Professional Development Across Wyoming.” E-Learn—World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Quebec City, Canada, October 18, 2007.
- “‘Echa a la olla salsa y reggaetón’: El salsatón y la identidad.” II Congreso Internacional Música, Identidad y Cultura en el Caribe: El son y la salsa en la identidad del Caribe, Santiago de los Caballeros, Dominican Republic, April 14, 2007.
- “El merengue y las identidades transnacionales: El caso de Proyecto Uno.” Invited speaker at the Primer Congreso Internacional: Música, Identidad y Cultura en el Caribe, Santiago de los Caballeros, Dominican Republic, April 9, 2005.
- “The Latin American *Telenovela*: The Application of Cooperative Learning to a Content-based Spanish Course.” Hawaii International Conference on Education, Honolulu, HI, January 4, 2005.

NATIONAL

- “Proposing Policy Changes Through Action Research: Using the Project Citizen Model in the Wyoming Teacher Policy Institute.” Project Citizen Coordinator Conference, San Francisco, California, October 8, 2007.
- “*Casi un bolero*: A Made-for-Classroom Spanish Soap Opera.” Society for Instructional Technology and Teacher Education Conference, Albuquerque, New Mexico, March 28, 2003.
- “Grammar, Vocabulary and Melodrama: Creating a Soap Opera for the Foreign Language Classroom.” Society for Instructional Technology and Teacher Education Conference, Albuquerque, New Mexico, March 27, 2003.
- “Everyone’s Invited: Power and the Body in *La fiesta del chivo*.” Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 19, 2001. (Presented under previous name, Julie Kruger).
- “Imágenes religiosas y la justicia social en ‘La infanticida.’” Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 20, 1996.

STATE

- “Proposing Policy Changes through Action Research.” Wyoming Teacher Policy Institute Summer Retreat, Laramie, WY, August 10, 2007.
- “Why Join a Cohort Study Group in World Language Pedagogy? What Participants are Saying.” NCA Spring 2007 School Improvement Conference, Casper, WY, March 6, 2007.
- “Content-Based Foreign Language Learning Using Project Citizen.” NCA Spring 2007 School Improvement Conference, Casper, WY, March 6, 2007.
- “Using WEdGate to Enhance Foreign Language Learning.” NCA Fall 2006 School Improvement Conference, Casper, WY, September 26, 2006.
- “Foreign Language Cohort Study Groups for Professional Development.” NCA Fall 2006 School Improvement Conference, Casper, WY, September 25, 2006.
- *Speaking of Writing* guest speaker, Radio Montaña KCOA, Laramie, WY, June 30, 2005.

LOCAL

- “Language Access and the Courts.” Constitution Day Panel: Fairmont State University, Fairmont, WV, September 17, 2010.
- “Project Citizen: Using Research to Inform Policy and Influence our World.” New Faculty Development Session: Service Learning, Laramie County Community College, Cheyenne, WY, April 10, 2009.
- “The Latin American *Telenovela*: The Application of Cooperative Learning to a Content-based Spanish Course.” University of Wyoming Graduate Student Symposium, Laramie, WY, April 5, 2005.
- “The Latin American *Telenovela*: The Application of Cooperative Learning to a Content-based Spanish Course.” Workshop on Instructional Media, Ellbogen Center for Teaching and Learning, Laramie, WY, October 29, 2004.
- “Grammar, Vocabulary and Melodrama: Creating a Soap Opera for the Foreign Language Classroom.” Ellbogen Center for Teaching and Learning Colloquium, Laramie, WY, May 29, 2003.
- Panel member, “Warming Up the Chill.” Ellbogen Center for Teaching and Learning Colloquium, Laramie, WY, May 30, 2002. (Presented under previous name, Julie Kruger).

MODERATORSHIP

- Moderator, Mesa II: Visiones y geografías del bolero en el Gran Caribe. 5ª Sesión: El bolero en Panamá, Colombia y Venezuela. III Congreso Internacional Música, Identidad y Cultura en el Caribe: El bolero en la cultura caribeña y su proyección universal, Santiago de los Caballeros, Dominican Republic, April 19, 2009.
- Moderator, E-Learn 2007, Québec City, Canada, October 16, 2007
- Moderator, Mesa III: Conexiones, Protagonistas, Diálogos Musicales, 5ª Sesión: Diálogos Musicales. II Congreso Internacional Música, Identidad y Cultura en el Caribe: El son y la salsa en la identidad del Caribe, Santiago de los Caballeros, Dominican Republic, April 15, 2007.

AWARDS AND HONORS

- Adjunct Faculty Award for Teaching Excellence, Laramie County Community College, May 1, 2009.
- Featured Advisor, *Advisor Connection*, National Society of Collegiate Scholars, November 2, 2005
- Representative Speaker, Campus Graduate Students: College of Education Commencement, University of Wyoming, 2005
- Outstanding Presentation, Graduate Student Symposium: University of Wyoming, 2005
- Mortar Board Top Prof: University of Wyoming, 2004
- Clarence Jayne Memorial Scholarship: University of Wyoming, 2004
- Arts and Sciences Thumbs Up Award: University of Wyoming, 2004
- Most Friendly Non-Traditional Student Faculty/Staff Member: University of Wyoming, 2003
- Distinguished Member, National Society of Collegiate Scholars: University of Wyoming, 2003
- Assistant Guest Coach, Wyoming Cowgirls Volleyball: University of Wyoming, 2003
- John P. Ellbogen Meritorious Classroom Teaching Award: University of Wyoming, 2002
- Warming Up the Chill Case Study: University of Wyoming, 2002
- Warming Up the Chill Project: University of Wyoming, 2001

- Peninsular Literature Award: University of Kansas, 1997-1998
- Rotary Ambassadorial Scholarship, Santiago de Compostela, Spain, 1996-1997
- Sigma Delta Pi National Scholarship for Summer Study in Mexico, 1995 & 1994
- Pi Beta Kappa Honor Society: Kansas State University, 1994
- Gabriela Mistral Award: Kansas State University, 1994
- Phi Kappa Phi Honor Society: Kansas State University, 1993
- Pi Delta Phi French Honor Society: Kansas State University, 1993
- Sigma Delta Pi Spanish Honor Society: Kansas State University, 1992

COMMITTEES: FAIRMONT STATE UNIVERSITY

- Assessment Committee, Department of Language and Literature: August 2010-Present

SERVICE: FAIRMONT STATE UNIVERSITY

- High Tech Showcase: January 11, 2011
- International Exhibition: November 17, 2011
- Campus Visitation Day: October 23, 2010
- Immersion Day: October 21, 2010

SERVICE: WYOMING DEPARTMENT OF EDUCATION

- Judge, Project Citizen State Showcase, May 6-7, 2007.
- Judge, Wyoming Teacher of the Year, 2006.
- News Contributor to Departmental Newsletter for the Standards and Assessment Unit, 2006.

SERVICE: UNIVERSITY OF WYOMING

- Scholarship Committee, College of Education, 2005.
- Advisor, National Society for Collegiate Scholars, 2004-2005.
- Graduate Student Representative, Advisory Council for Graduate Education, College of Education, 2004-2005.
- Representative, Department of Modern and Classical Languages, Discovery Day, November 13, 2004.
- News Director, Department of Modern and Classical Languages, 2000-2005.

PROFESSIONAL DEVELOPMENT

- American Council on the Teaching of Foreign Languages Oral Proficiency Interview Training, November 17-20, 2008
- Project Citizen for Rural Schools and Communities Training, July 9-13, 2007.
- Baldrige Training, May 31-June 1, 2007.
- Web-based Student Oral Proficiency Assessment Course conducted by the Center for Applied Linguistics, March 4-April 28, 2006.

PROFESSIONAL AFFILIATIONS

- West Virginia Foreign Language Teachers Association: 2010-Present.
- National Association of Judiciary Interpreters and Translators: 2008-Present.
- American Council on the Teaching of Foreign Languages: 2006-Present.
- Mountain Plains Adult Education Association: 2006-Present.
- Modern Language Association: 2005-Present.

CREATIVE FREELANCE PUBLICATIONS

- "Fleeting Moments." (Writing Contest Winner). *The K-Stater*. Winter 2009: 28-31.
- "Phonograph that Delighted Grandfather Thrills Granddaughter." *CAPPER'S* 130(9): 18.
- "Green Gables Author Always Saw Value in her Book." *CAPPER'S* 130(8): 16.
- "Tales of a Beached Walrus." *New Works Review* 9:3. July 1, 2007. Available www.new-works.org
- "Along Simple Paths: L.M. Montgomery's Prince Edward Island." *Passport Journal*. Vol. 14. Winter 2007. Available <http://www.casa-chia.org/passportjournal.org>

- “Violet’s Last Days.” *New Works Review* 9:1. January 1, 2007.
- “The Calico Ball.” *New Works Review* 8:4. October 1, 2006.
- “Tempest in the Church Choir.” *New Works Review* 8:3. July 1, 2006.
- “Cures for the Common Wedding.” *New Works Review* 8:2. April 1, 2006.
- “The Funeral Racket.” *New Works Review* 8:1. January 1, 2006.
- “Kansas is Flat.” *New Works Review* 7:3. July 1, 2005.
- “The Back Step.” *New Works Review* 7:3. July 1, 2005.
- “Piano Lessons.” *New Works Review* 7:2. April 1, 2005.
- “The Wood Stove.” *New Works Review* 7:1. Jan. 1, 2005.
- “Benard Stromberg, Kansas Dairyman.” *Kanhistique* June, 2001: 6-7, 11. (Published under previous name, Julie Kruger).
- “The Clifton in Florence: Fred Harvey's First Hotel-Restaurant.” *Marion County Record* April 5, 2000. (Published under previous name, Julie Kruger).
- “The Baker's Temperament.” *Troika* 24: 90-91. (Published under previous name, Julie Kruger).
- “The Art of the Piropo.” *Troika* 23: 10-13. (Published under previous name, Julie Kruger).
- “Going for Tapas.” *Troika* 21: 44. (Published under previous name, Julie Kruger).