



New Minor in Medical Spanish

RES 252630

AAC, BPC

RESOLVED: That the Academic Senate approves the proposed new Minor in Medical Spanish.

RATIONALE: The new Minor in Medical Spanish offers students the opportunity to develop their Spanish language skills and the cultural awareness necessary for working with Spanish-speaking populations in healthcare settings. This program will fill a need in qualifying CSUB students, especially in majors such as nursing, public health, psychology, and human biological sciences, for expanded employment opportunities in health and human services working with Kern County's Spanish-speaking populations.

Attachment: Referral 2025-2026 10 Proposal for New Minor in Medical Spanish

Distribution List: President

Provost and Vice-President for Academic Affairs
Vice-President for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
College Deans
Associate Deans
Dean of Libraries
Dean of Antelope Valley
Dean of Extended Education and Global Outreach
Steve Gamboa, Interim Department Chair, Modern Languages and Literatures
Maryann Parada, Modern Languages and Literatures
Krystal Ball, Nursing
Department Chairs
General Faculty

Approved by the Academic Senate: March 12, 2026

Sent to the President:

President Approved:

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311



ACADEMIC SENATE
CSU BAKERSFIELD

2025-2026 REFERRAL #10
Proposal for a New Minor in Medical Spanish

Date: September 15, 2025
From: Melissa Danforth, Academic Senate Chair 
To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Amanda Grombly, Budget and Planning Committee (BPC) Chair
cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

At their meeting on September 9, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Budget and Planning Committee (BPC) review and address the Proposal for a New Minor in Medical Spanish.

During your discussion, please consider:

- rationale as presented in the attached proposal
- impact on any students in the program.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachment: MODL Spanish New Minor in Medical Spanish 3-11-2025.pdf

DR. MELISSA DANFORTH, CHAIR, ACADEMIC SENATE

California State University, Bakersfield
9001 Stockdale Hwy. • Mail Stop: 20 BDC • Bakersfield, CA 93311

academicsenatechair@csub.edu csub.edu/senate

THE CALIFORNIA STATE UNIVERSITY



CHANGES TO PROGRAM FORM

Form Number

Reset Form

PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL 2026

- PROGRAM REVISION PROGRAM CANCELLATION
 PROGRAM PLACED IN MORATORIUM ADD CONCENTRATION ADD EMPHASIS
 ADD OPTION ADD MINOR

PROGRAM OR SCHOOL & DEPARTMENT (Required)

School/Program: A&H
 Department: Modern Languages and Literatures
 Proposed by: William Flores, Maryann Parada, and Krystal Ball

RATIONALE FOR DEGREE PROPOSAL (Required):

Provide Rationale for Degree Proposal:
 Please see attached document titled Rationale for a Medical Spanish Minor.

DEGREE INFORMATION (MAJOR, CONCENTRATION/EMPHASIS/OPTION/MINOR)

Degree Title:
 Medical Spanish Minor

REVISIONS TO CURRENT DEGREE DESCRIPTION AND REQUIREMENTS

Degree Description (Attach or copy catalog copy; Use Track Changes to Add/Revise Details):

None

ADDING AN OPTION, CONCENTRATION OR SPECIAL EMPHASIS (ATTACH APPROPRIATE DOCUMENTS):

Per EO 1071, before any option, concentration, or special emphasis (or similar subprogram) approved under this delegation, can be implemented, the campus shall obtain a Chancellor's Office confirmation of compliance with CSU policy and applicable law. Campus notifications shall be submitted to the Department of Academic Programs and Faculty Development (degrees@calstate.edu). The following information must be submitted:

- The exact title of the new subprogram and the complete degree designation and title of the major degree program housing the new subprogram (e.g., Bachelor of Science in Biology with a Concentration in Biochemistry);
- A list of courses and required units constituting that new subprogram;
- Total units required to complete the entire degree, including the combination of subprogram and major program;
- The complete list of courses and required units constituting the major degree program as approved by the Chancellor's Office;
- A 4-year major-and-subprogram roadmap for freshmen and a 2-year major-and-subprogram roadmap for transfer students;
- The CSU degree program code (formerly called "HEGIS") that students use to apply to the major degree program;
- The campus-proposed CSU degree program code to be used to report enrollments in the concentration (may be the same as the degree code);
- A detailed cost-recovery budget for self-support subprograms to be offered within state-support major degree programs; and
- Documentation of all campus-required curricular approvals.

ADDING A MINOR

Provide the Program Description and Minor Requirements:

The Medical Spanish Minor offers students the opportunity to develop the Spanish language skills and cultural awareness necessary for working with Spanish-speaking people in healthcare settings through a structured sequence of courses. While it complements majors in fields such as nursing, healthcare studies, exercise science, public health, psychology, social work, and communication disorders, the minor is open to any student interested in gaining proficiency in conversational Spanish for health and human services.

The Program will be comprised of 15 required units in the field of Medical Spanish. Students will be required to take 5 of the following 6 courses:

? SPAN 2050 Spanish for Health Professions or equivalent

? SPAN 2030 Spanish II for Fluent Speakers or equivalent

? SPAN 3000 Advanced Language Skills

? SPAN 3000 Advanced Spanish for Health and Human Services Professionals (new course offering)*

? SPAN 4200 Translation and Interpretation

? SPAN 4860 Spanish Internships*

*These two courses will be required for program completion. Upon completion of the program, students will have the option to take the STAMP Medical Spanish Exam. Those students who gain a high level of proficiency per STAMP standards will gain a Certificate in Spanish for Health and Human Services granted by A&H and MLL.

IMPACT OF DEGREE PROPOSAL ON OTHER PROGRAMS OR DEPARTMENTS

What is the Impact of This Degree Proposal on Course Offerings from Other Department(S) Or Programs?

Please Include Supporting Emails with This Proposal:

The proposed Medical Spanish Minor would complement majors in fields such as nursing and healthcare studies. Please see the attached data from a questionnaire sent to the students in the Nursing program. The data speaks of the impact the program will have on these students.

IMPACT OF DEGREE PROPOSAL ON COURSE(S)

List All the New and Revised Courses Required for This Degree Proposal (If Applicable):

Attach/Submit All the Course Proposal Forms and Catalog Copy Together with This Form for Curricular Review and Approval

NEXT STEPS

- **Attach Course Proposal Form(s) to This Proposal (If Applicable)**
- **Attach Catalog Copy w/ revisions (using track changes) to This Proposal**
- **Attach Appropriate Documents if Adding an Option, Concentration or Special Emphasis**
- **Attach Revised Academic Roadmap**
- **Submit to Department/Program Curriculum Committee for Review & Approval**
- **Department Submits to School/Program Curriculum Committee for Review & Approval**
- **School/Program Curriculum Committee Submits Related Forms to GECCo (If Applicable)**
- **Chancellor’s Office (CO) Notification for Implementation of Option, Concentration or Special Emphasis**
- **If No Additional Approvals Are Required, School/Program Curriculum Committee Submits to Academic Operations After Final Approvals Have Been Recorded. See Annual Catalog & Curriculum Deadlines Dates**

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: William Flores	Date: 03/11/2025
School/Program Curriculum Committee Chair:  <small>Matthew Hanne (Mar 25, 2025 13:01 PDT)</small>	Date: Mar 25, 2025
Dean of School:  <small>Alicia Rodriguez (Mar 25, 2025 13:30 PDT)</small>	Date: Mar 25, 2025
Director of GE:	Date:
CO Notification for Implementation of Option, Concentration or Special Emphasis:	Date:
CO Confirmation of Compliance for Options, Concentration or Special Emphasis:	Date:
President’s Approval for Minor:	Date:
WSCUC Approval:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
CIP Code:	HEGIS Code:
Program Code:	Plan Code:
SubPlan Code:	

Rationale for a Medical Spanish Minor
Proposal Prepared by William Flores, Ph.D.

As CSUB looks to address the evolving needs of its community and the healthcare field, the implementation of a Medical Spanish Minor has become increasingly relevant. Kern County and California have witnessed a steady increase in the Hispanic/Latinx population, which has heightened the need for healthcare professionals who are proficient in both medical terminology and Spanish language skills. According to the U.S. Census Bureau, in 2020, 55.5% of Kern County's population identified as Hispanic or Latinx. 40.5% of the population states that they speak Spanish at home.¹ Many within this population speak primarily or only Spanish, making language a crucial barrier in healthcare delivery. By 2050, it is projected that nearly 50% of California's population will be Hispanic or Latinx.² This projection highlights the necessity of culturally and linguistically appropriate services to meet healthcare demands.

The increasing population of Spanish speakers poses significant challenges for healthcare professionals who are not proficient in Spanish. Miscommunication between patients and providers can lead to misdiagnoses, misunderstandings about treatment plans, and lower overall patient satisfaction. A Medical Spanish Minor would help alleviate these problems by equipping healthcare professionals with the skills to communicate effectively with Spanish-speaking patients; understand and convey medical terminology accurately in Spanish; foster trust and rapport with Hispanic/Latinx patients, improving patient outcomes and overall care quality.

Data from the Latino Politics and Policy Initiative at UCLA emphasizes the critical shortage of bilingual healthcare providers. According to the study, there are about 62 Spanish-speaking physicians for every 100,000 Spanish speakers in the state.³ In California, nearly 40% of the state's population identifies as Latinx. Approximately one in five people in the U.S. speaks a language other than English at home⁴, with Spanish being the most common. This gap is particularly pressing in regions like Kern County, where a large proportion (43%⁵) of the population relies on Medi-Cal, and access to culturally competent, bilingual care is limited. With a Medical Spanish Minor, CSUB would contribute to addressing this shortage and better prepare students to serve in underserved areas.

Establishing a Medical Spanish Minor aligns with CSUB's mission to serve the diverse needs of its students and the broader community. The program would enhance student preparedness for careers in healthcare by providing essential language and cultural skills; support community engagement by encouraging students to address health disparities within the region; foster interdisciplinary collaboration between the Department of Modern Languages and Literatures and the Department of Nursing and other health-related programs.

¹ US Census Bureau, Kern County profile:

https://data.census.gov/profile/Orange_County,_California?g=050XX00US06029

² Pew Research Center: <https://www.pewresearch.org/short-reads/2015/06/04/will-california-ever-become-a-majority-latino-state-maybe-not/>

³ Hsu, P., Balderas-Medina Anaya, Y., Anglin, L., and Hayes-Bautista, D.E., California's Language Concordance Mismatch: Clear Evidence for Increasing Physician Diversity California's Latino Physician Crisis - Latino Policy and Politics Initiative, 2018.

⁴ US Census: <https://www.census.gov/library/stories/2022/12/languages-we-speak-in-united-states.html#:~:text=Nearly%2068%20Million%20People%20Spoke,English%20at%20Home%20in%202019&text=The%20number%20of%20people%20in,recent%20U.S.%20Census%20Bureau%20report.>

⁵ DHCS: <https://www.dhcs.ca.gov/dataandstats/statistics/Pages/Medi-Cal-Certified-Eligibles.aspx>



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™

**Modern Languages
and Literatures**

MEMORANDUM

Date: April 11, 2025

To: Arts & Humanities Curriculum Committee

From: William Flores, Chair

Department of Modern Languages and Literatures

Re: New Minor and New Course Proposals

I am writing to endorse the proposal for a new Medical Spanish Minor to be offered at California State University, Bakersfield. Data from the Latino Politics and Policy Initiative at UCLA emphasizes the critical shortage of bilingual healthcare providers. According to the study, there are about 62 Spanish-speaking physicians for every 100,000 Spanish speakers in the state. In California, nearly 40% of the state's population identifies as Latinx. Approximately one in five people in the U.S. speaks a language other than English at home, with Spanish being the most common. This gap is particularly pressing in regions like Kern County, where a large proportion (43%) of the population relies on Medi-Cal, and access to culturally competent, bilingual care is limited. With a Medical Spanish Minor, CSUB would contribute to addressing this shortage and better prepare students to serve in underserved areas.

The Department of Modern Languages and Literatures approved by consensus the proposed minor with its new course this Spring 2025. Our department has faculty with expertise in the field; no additional faculty would need to be hired to staff courses in the proposed new program.

On behalf of the Modern Languages and Literatures Department, I request the committee to approve the proposal.

Sincerely,

William Flores, Ph.D.

Professor & Chair, Department of Modern Languages and Literatures

Director, Institute of Literacy and Community Engagement

Office: HOB 236 | (661) 654-3312

California State University, Bakersfield

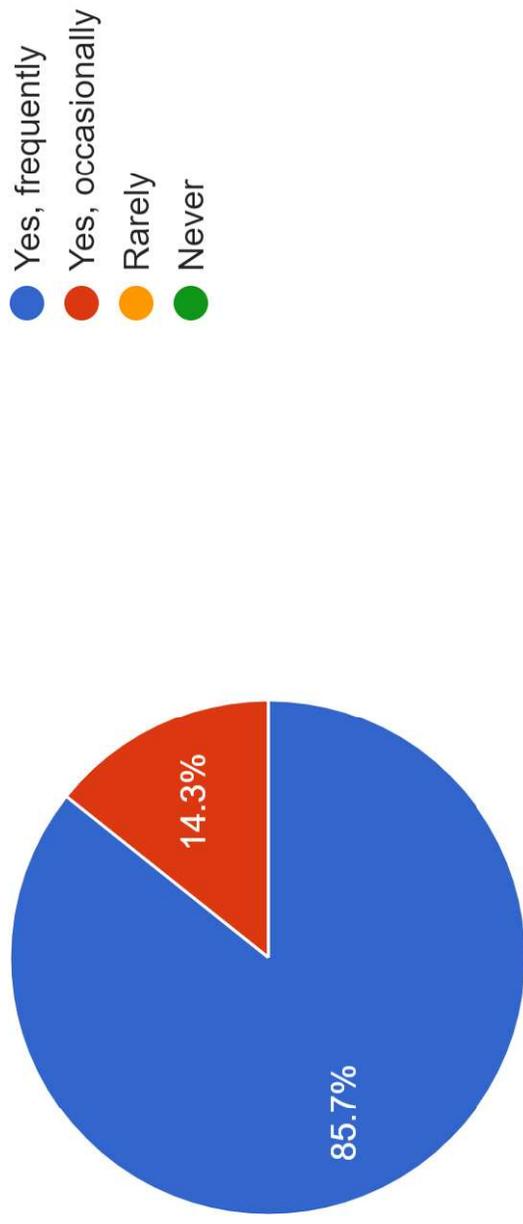
9001 Stockdale Hwy, Mail Stop: 10HOB

Bakersfield, CA 93311

CSUB.EDU/MODLANG

1. Have you ever encountered a situation in a clinical setting where knowledge of Spanish would have been beneficial?

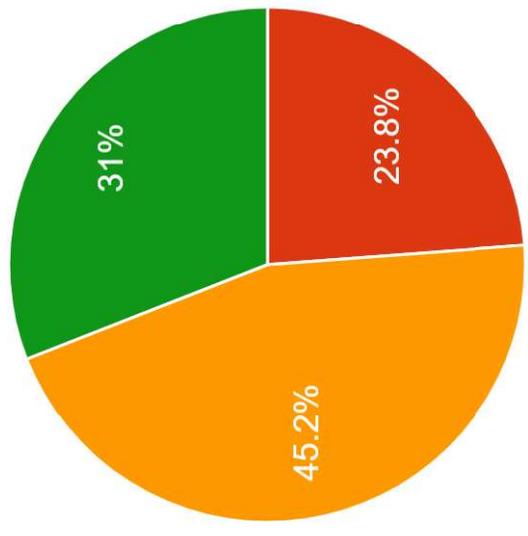
42 responses



2. How many Spanish-speaking patients do you estimate you have encountered during your clinical experiences?

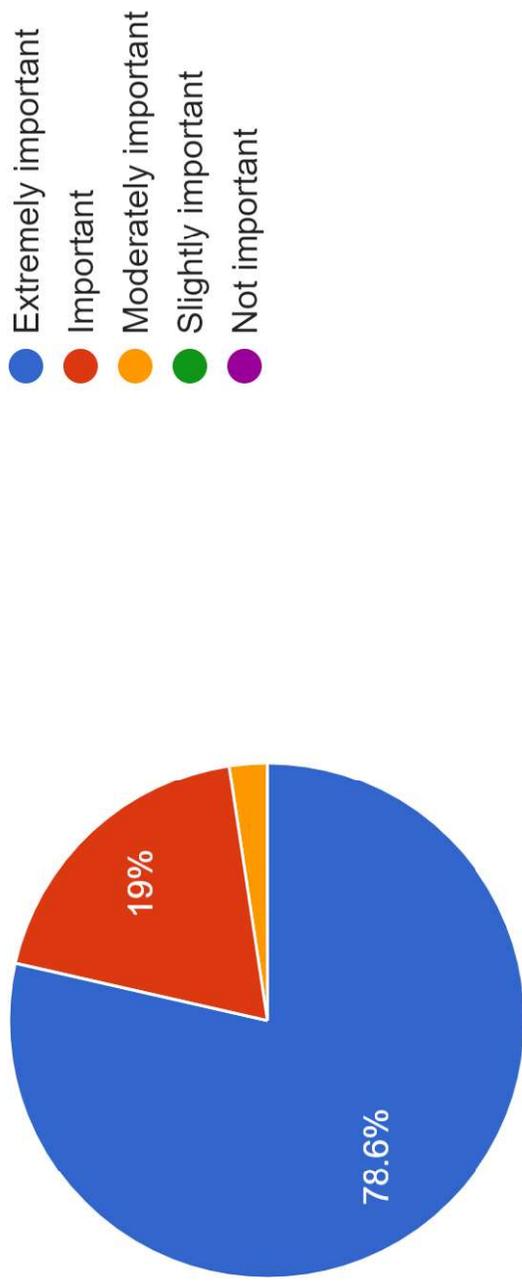
42 responses

- None
- 1-5
- 6-10
- 11-20



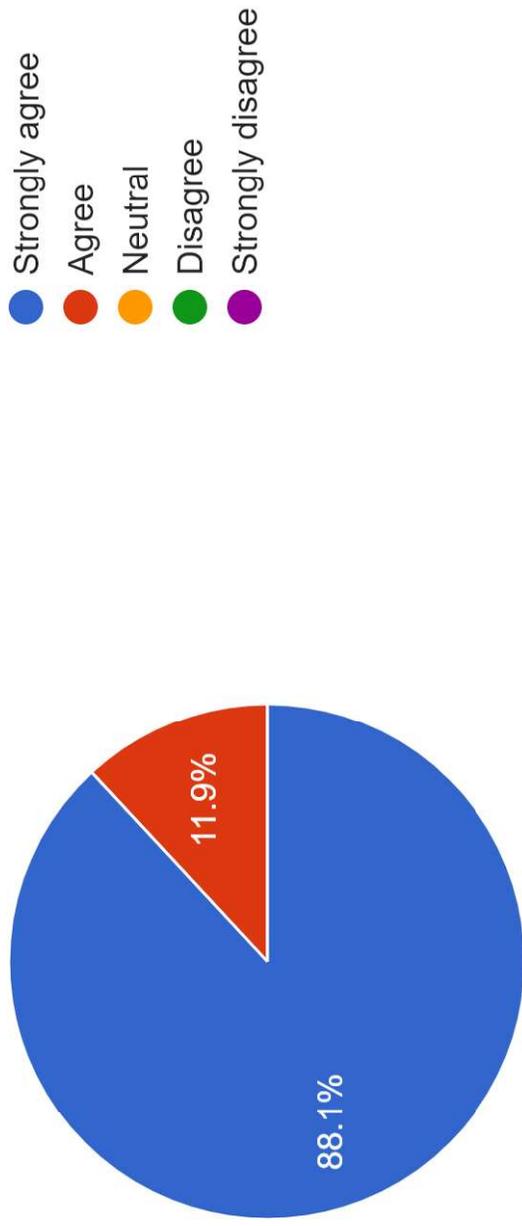
3. How important do you think it is for healthcare providers in California to become bilingual speaking Spanish?

42 responses



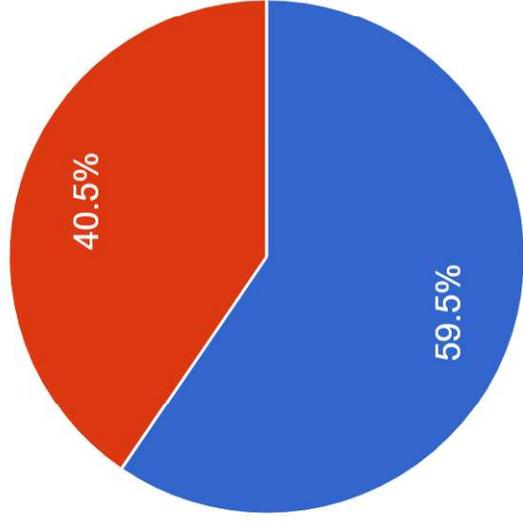
4. Do you believe that having a Medical Spanish minor would enhance your ability to provide care to Spanish-speaking patients?

42 responses



5. Might you be interested in a Medical Spanish minor if it were offered?

42 responses



● Yes, definitely

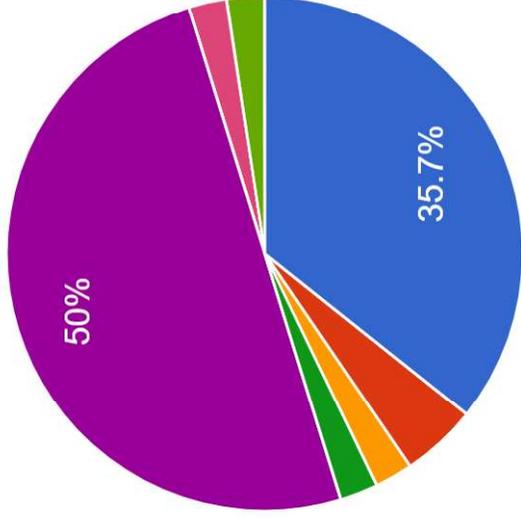
● Possibly, depending on the course structure

● Unlikely

● No

6. What would motivate you to enroll in a Medical Spanish minor? (Select all that apply)

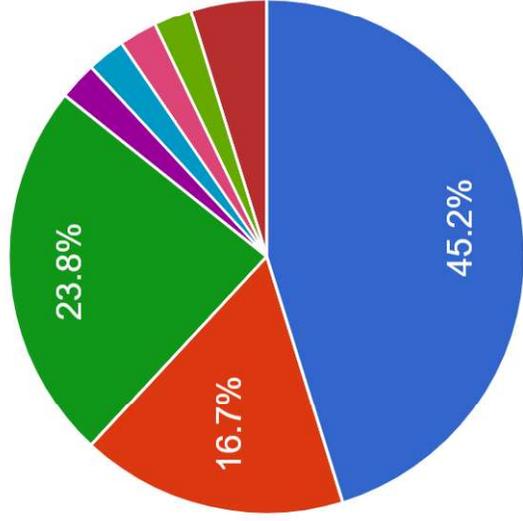
42 responses



- Improved communication with patients
- Enhanced job prospects
- Personal interest in the Spanish language and culture
- Requirement for graduation
- all of the above
- Not applicable
- I'm not able to select more than one option, but improved communication...
- Doesn't let me select multiple but: imp...

7. Are there any specific topics or skills you would like to see included in a Medical Spanish minor?

42 responses



- Medical terminology
- Patient interview techniques
- Cultural awareness and sensitivity
- Conversational skills in the field
- All of the above
- all of the above; being able to communicate conversationally as well...
- All of the above.
- medical terminology, patient interview...
- all of the above



COURSE PROPOSAL FORM

Be sure to Save work
before using this button

Reset Form

SELECT ONE PROPOSAL ACTION *(Select One)*

EFFECTIVE CATALOG YEAR: FALL 2026

NEW

REVISION*

*Complete the Program/School box, Rationale, the Course Info, and then the boxes where the change(s) are requested.

CANCELLED**
(no longer offered)

**For Cancelled and Moratorium: Complete the Program/School box, Rationale stating when you want the course to change states, and Course Info.

MORATORIUM**
(not schedulable)

PROGRAM OR SCHOOL & DEPARTMENT *(Select School, complete Department and Proposed By)*

School:

ALL UNIV A&H BPA NSME SSE EUD

Department: Modern Languages and Literatures

Proposed by: William Flores

RATIONALE FOR COURSE CHANGE *(e.g. title change, unit change, date no longer offered etc.) (NOT Required for NEW):*

List Rationale for Course Change: Not Required for New

COURSE INFORMATION *(All areas are required)*

Previous Course Title (Only required for Revision:

Course Title (Catalog Long Title): Advanced Spanish for Health & Human Services Professionals

Schedule Title (30-character space limit) Adv Span for Health & Human Se
(This title will appear on a student's transcript):

Subject Code (e.g HIST, SOCL): SPAN

Course Number: 3180

Is the Course Number Being Reused?: YES NO

If YES – indicate the last term course was offered:

Total Unit Value* – Fixed Units 3 **OR Variable Units**

*Split units are specified in Course Type & Delivery Section

Course Description: (Attach a clean version. **40-word limit.** If attaching a sample syllabus or outline, descriptions should match.)

This class is designed for upper-division Spanish students who are pursuing degrees in the health and human services professions or who desire to become translators in the medical

Prerequisites/Co-requisites:

(Minimum grade requirement must be explicitly stated, if applicable. Include applicable equivalent course/test score prerequisites/co-requisites.) SPAN 3000 or consent of chair.

NOTE: Prerequisites may be enforced at the Schedule Level. Department consent may be enforced at the Schedule Level.

PREVIOUS COURSE OFFERINGS (Complete this section if course was previously offered)

If this is a new course proposal, has this course been offered previously with a different subject/course number?

YES NO

If YES, indicate the Last Term Offered: Year: and Course ID:

COURSE EQUIVALENCY (Choose one and provide details, if necessary)

Is this course equivalent to other course(s): YES NO

If YES, list all of the course(s):

COURSE REPETITION (must include repeat and maximum unit limit details in course description):

Repeatable for Credit? YES NO

Allow multiple enrollments in the same term? YES NO

Repeatable under different topics? YES NO

Maximum repeatable units allowed? 0

Maximum repeatable amount of times? 0

COURSE TYPE & DELIVERY MODE (Complete option 1 OR 2)

Option 1: Choose one Course type (for non-split courses), provide the CS#

ACTIVITY CLINICAL DISCUSSION INDEPENDENT STUDY LECTURE LAB SEMINAR
 SUPERVISION TUTORIAL

CS#

Units: 3

Grade Basis: Letter Graded



Option 2: Use this option when the unit load is split for a course. Choose 2 Course Types, provide the CS# and units for each.

Course Type #1 Choose One:

Course Type # 2 Choose One:

CS#

CS#

Units:

Units:

Grade Basis: Choose One:

Grade Basis: Choose One:

Be sure to review this page for minutes of instruction and associated faculty workload

CROSS-LISTING *(Complete only if applicable)*

Is this course cross-listed with another subject/course?: YES NO

If YES – indicate the cross-listed course(s):

TYPICALLY OFFERED *(Please indicate when the course is typically offered. This will display to students in the Degree Audit)*

This Course is Typically Offered which Terms: Spring

ADDITIONAL QUESTIONS *(Required)*

Is This Course a Zero Cost Course Material Course (ZCCM)? YES NO

Does this change impact the Road Map? YES NO

If Yes, please indicate what changes are needed:

Will this change impact your current AD-T or 2+2 agreement(s)? YES NO

SPECIAL INSTRUCTIONS *(Not required)*

Please include information on course attributes, SERVICE LEARNING AND COMMUNITY ENGAGED LEARNING ATTRIBUTES & VALUES, or other special instructions

NEXT STEPS:

- Attach syllabus and catalog copy w/ revisions *(for Revisions only)* to this proposal
- Attach current/degree proposal form to this proposal (if applicable)
- Submit to department/program curriculum committee for review & approval
- Department submits to school curriculum committee for review & approval
- If no additional approvals required are required, school/program curriculum committee submits to Academic Operations after all final approvals have been recorded. See Annual Catalog & Curriculum Deadlines Dates
- If this course is up for GE consideration, Submit GE Course Form to GECCO for Review and Approval

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: William Flores	Date: 03/11/2025
School/Program Curriculum Committee Chair:  <small>Matthew Hanne (Mar 25, 2025 13:01 PDT)</small>	Date: Mar 25, 2025
Dean of School:  <small>Alicia Rodriguez (Mar 25, 2025 13:30 PDT)</small>	Date: Mar 25, 2025
Director of GE:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
Comments:	
Course ID:	Enrollment Requirement Group:
Added Course Attribute:	

1. New Course Proposal: Advanced Spanish for Health and Human Services Professionals

2. Justification

The proposed new course SPA 3180 Advanced Spanish for Health and Human Services Professionals will serve as requirement and capstone for the proposed Medical Spanish Minor: The proposed new course will strengthen the minor because it offers a strong emphasis in Spanish for health and human services, allowing students to be better equipped as future bilingual professionals in those fields. This new course provides multiple opportunities to learn health and human services related vocabulary, reviews hard-to-understand grammatical concepts, describes health-related cultural competence, and presents opportunities to discuss issues of concern about the health of Hispanic and Latinx communities in the US and abroad. This course is ideal for students completing the Medical Spanish Minor.

Department of Modern Languages and Literatures
California State University, Bakersfield

SPA 3XXX Advanced Spanish for Health & Human Services Professionals

Fall 202X

Instructor: William Flores, Ph.D.

Virtual Office Location:

https:

Phone:

Office Location:

e-mail:

Office hours:

Class meeting time:

Note to the Student

Welcome to SPA 3XXX, an Advanced Spanish for Health Professions course. I am so glad to have you in my class. This course is designed to make your learning experience fun, enjoyable, and challenging. You will have opportunities to participate in learning activities such as games, group discussions, interviews, role playing medical scenarios, debates, and reading material that relates to the medical field, and watching videos that relate specifically with each of the lessons taught in class. In addition, you will be able to use magazines, movies, and the Internet to help you understand and explore medical Spanish in its cultural contexts. As you make use of all the tools available in this course and at CSUB, you will develop linguistic skills, medical knowledge as well as cultural competence useful for careers in the health professions and for graduate study.

By taking this class, you show an interest in developing your understanding of Spanish for Health Professionals. In order to benefit the most from this course, you will be expected to use techniques taught in class and study assigned readings to fulfill the purpose of this course. The purpose of SPA 3XXX is to fulfill the linguistic and cultural needs of upper-division Spanish students who are pursuing degrees in the health professions, plan to become medical interpreters or just wish to improve their proficiency in the language. The course provides multiple opportunities to learn vocabulary related to the medical field, reviews hard-to-understand grammatical concepts, describes health-related cultural competence and presents opportunities to discuss issues of concern about the health of Hispanic communities in the US and abroad.

Throughout your learning experience at CSUB, if you have any questions or need some advice, please don't hesitate to see me. I'll be glad to help you.

Sincerely,

Professor Flores

Course Description: This class is designed for upper-division Spanish students who are pursuing degrees in the health and human services professions or who desire to become translators in the medical field. The course provides multiple opportunities to develop linguistic and cultural competence, to learn vocabulary related to the field of health and human services, to review hard-to-understand grammatical concepts, to describe health-related cultural competence and to present opportunities to discuss issues of concern about the health of Hispanic communities in the U.S. and abroad.

Course Contribution: By using a student-centered, content-based approach to the study of foreign language, you should be able not only to use the target language at the interpersonal, interpretive, and presentational modes (listening, reading, speaking, and writing), but also to develop insights into the nature of Spanish Language and U.S. Latino Culture. This technique is designed to impart not only a system, but also cultural knowledge, methods for communicating, and critical thinking skills. The philosophy guiding this approach seeks to teach the *Standards for Foreign Language Learning in the 21st Century*, also known as the 5 Cs, which focus on five general areas:

- Communicating in Spanish.
- Gaining knowledge and understanding of cultures of the Hispanic world.
- Connecting with other disciplines and acquiring new information.
- Developing awareness of similarities and differences (comparisons) among language and culture systems around the world.
- Using Spanish to participate in communities at home and around the world.

Also called the “Five Cs” of foreign-language education, these goals define the broad, all-encompassing content and applications used in foreign-language classrooms today.

Course Goals and Objectives

This course is structured so that upon its successful completion, students will be able to:

- Augment proficiency in Spanish for health and human services in the four language skills—speaking, writing, reading, and listening comprehension—beyond the level attained in Spanish 3000;
- Conduct brief conversations in Spanish using expressions and vocabulary related to the field of health and human services;
- Understand, articulate, and respond to a Spanish speaking client’s concerns;
- Respond to the questions and requests of Spanish speaking clients regarding their needs and concerns within the area of health and human services;
- Incorporate advanced grammatical structures in communications relative to a Spanish speaking patient’s needs within the area of health and human services;
- Incorporate practical understanding of cultural and social factors as part of effective communication in practitioner-client interactions with Spanish speaking individuals.

Attendance

A major goal of the course is oral communication—a skill that can best be developed by active participation in the classroom. Since this course is student-centered and interactive in its format, attendance in this class is vital. You will not develop advanced levels of proficiency in Spanish speaking, reading, writing, and comprehension skills if you are chronically absent from the class. Your personal development and progress are directly related to the nature and intensity of your interaction with your classmates and your instructor.

With that in mind, regular class attendance is expected and encouraged. You may miss up to two (2) class sessions with no grading penalty. Except for religious holidays, there are no excused absences beyond your allotted class. You may not miss any scheduled evaluation (assessment) and/or homework. From the 3rd absence on, you will be penalized 3 percentage points off your FINAL grade for each absence. Therefore, if for example, you receive a grade of an 85 (B) after everything is calculated, but you have an absence past your allotted two, your final grade would be reduced to an 82 (B-). Note that three occurrences of tardiness or early departure are equal to one absence. If your instructor has already taken attendance, it is your responsibility to see her or him after class. If not, you will be counted absent for that particular day.

Although attendance is important, it is not the same as participation. You must be actively involved during each class period to receive a full grade for participation. Your instructor will use the descriptors in the page titled PARTICIPACIÓN SEMANAL to rate your performance in every class.

Students who sleep, use their phone, text, or disengage from the class and fail to actively participate during class will receive a 0 for the day, and it counts as an absence. Your participation grade will be counted by a high level of interaction in which having the camera turned on during the online sessions is necessary. If there is a major reason for which you need to have your camera off, you would need to contact me for approval.

For the university's Religious Holiday Calendar, please click on the following link: Religious Holiday HYPERLINK <https://www.csub.edu/equity-inclusion-compliance/religious-holiday-calendar>

Calendar Link HYPERLINK "https://www.csub.edu/equity-inclusion-compliance/religious-holiday-calendar" to an external site.

Netiquette:

Students are expected to read the resource below to learn how to act appropriately in synchronous meeting <https://www.maryville.edu/wp-content/uploads/2020/03/Zoom-etiquette-and-tips-for-students.pdf> While it is certainly permissible to disagree, please do so politely. For instance, you can say “Joe, I respectfully disagree with your conclusion. I believe that...” Please, be respectful with your instructor and peers.

Academic Integrity:

Students are expected to do all the work assigned to them without unauthorized assistance and without giving unauthorized assistance. For the complete policy, see the university catalog: 2023-2024 | Catalog | California State University, Bakersfield (csub.edu)

- Time Management: Students are expected to spend roughly the same amount of time completing an online course as they would do completing the same course on ground. Each university graduate credit hour is equal to 1 hour of class time, plus an additional three hours of studying. This course is worth 2 credits, which translates into 9 hours of work per week at minimum. Creating a personal study plan/calendar is strongly recommended. It will help students to identify deadlines and prioritize the to-do list. The campus academic success center (ASC) offers online tutoring services and study skill resources. Various resources can be found below: <https://inside.southernct.edu/academic-success-center/resources>
- Software Preparation: Students are expected to be equipped with the minimum required course components, technologies, tools, and media. For problems with your laptops or tablets, Support Services at (661) 654-HELP or via email at servicecenter@csub.edu.
- Communication: Please learn about the instructor's expectations and policies, including office hours (availability and format) and grading policy.

Homework

You will be assigned a variety of homework assignments. If through the homework it becomes apparent that you need additional help, be sure to contact me; I will be happy to meet with you. Completed late assignments will not receive more than half credit.

Keep in mind: accent marks in Spanish are important. Please see the following guide: <http://www.spanishdict.com/guide/how-to-type-spanish-accent-and-letters>.

Make-up Policy

Students are obliged to take all announced exams at the time they are given unless there are well-documented extenuating circumstances. All missed evaluations will become zero if not made up within one week of the original evaluation date, unless prior arrangements are made.

Required Textbooks:

Giralt, Alicia. *Español médico y sociedad*. Universal-Publishers, 2012. ISBN: 9781612331133.

A good Spanish-English dictionary. Several are available at different bookstores including the SCSU bookstore; I will be glad to recommend one to you.

Activities for the course will be provided in class. Please make sure to attend each class.

Recommended:

Medical Spanish Spark chart. ISBN-13: 978-1411470521, ISBN-10: 1411470524

Spanish Medical Conversation Quickstudy. ISBN-13: 978-1423203124, ISBN-10: 1423203127
Medical Spanish Pocket. ISBN 9781591032649

English Spanish - Spanish English Medical Dictionary 4th ed. ISBN 9780071829113

Spinelli, Emily. *English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish.* Seventh edition. Olivia & Hill Press, 2012.

ISBN-10: 0934034419 **ISBN-13:** 978-0934034418

Class Participation:

Students are expected to attend every class on time and to be prepared to engage in class discussion and activities. That means having completed all the readings and other homework assignments outlined in the course schedule for each given class period as well as any other assignments your professor may have asked you to complete for that day. Note that although class attendance is important, it is not the same as class participation. You must be actively involved in each class to receive a good grade in participation. Students who sleep or text during class will be marked absent.

Compositions:

Throughout the semester, students will be expected to complete formal and informal writing assignments. In addition to in- and out-of-class writing exercises, students will write a term paper.

Composition assignments will vary in length and complexity. Each composition must be edited for grammar and vocabulary, and will be graded based on its content as well as proper use of grammar and punctuation using the MLA style. Remember, these compositions are assigned to access and strengthen YOUR ability to write in Spanish. It is therefore prohibited to seek outside help on these assignments without first notifying me.

Academic Honesty:

You are encouraged to maintain personal integrity on all assignments and evaluations. Violations of integrity (cheating, plagiarism, etc.) will not be tolerated and will result in an immediate grade of F for the course and dismissal from the class. *All work submitted for this course must be your own work, must have been developed specifically for this course, and may not have been submitted for evaluation or assessment in any other course.

For more related information, please see the following documents:

<http://www.csub.edu/osrr/files/Academic%20Integrity%20Policy.pdf>

<http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>

<http://www.plagiarism.org/plagiarism-101/types-of-plagiarism/>

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Testing / Grading:

There will be quizzes almost each class throughout the semester. The grade of the lowest quiz will NOT be dropped. The final exam is comprehensive and will take place at the end of the term during finals week (date and time will be announced in class).

Testing / Grading: There will be weekly quizzes throughout the semester. **The grade of the lowest quiz will NOT be dropped.** The final exam is comprehensive and will take place at the end of the term during finals week (date and time will be announced in class).

Comments and Suggestions: This is an advanced level Spanish course. However, as is usually the case, some students may have slightly different levels of knowledge of the language. These differences should not intimidate anyone.

Course Requirements

Evaluation and Possible Points:

1. Quizzes	150 Points
2. Oral Presentation	100 Points
3. Assignments/Participation	750 Points
4. Final Exam	200 Points
	Total: 1200 Points

1. Take short quizzes worth 10-20 points each. These short quizzes evaluate your understanding of the daily reading assignments.

2. Prepare an oral presentation worth 100 points. On the due date stated in the course calendar, students will share with the class an oral presentation on a subject directly related with their career interest. Please see guide for Oral Presentations posted on Canvas under the section titled Course Documents.

3. Participate in class and complete all assignments on time worth 650 points. Students will be graded for their participation in activities that will take place in class and out of class, and for completing assignments on time. Details concerning these reported participations will be given in class.

Article

You will read and summarize an article over the course of the semester. You will read an article of your choice, preferably if it is related to your intended professions, from a newspaper in Spanish <https://mydailyspanish.com/spanish-newspapers-news-sites/#tab-con-1> . Read the article, make a summary, give your opinion and make a list of vocabulary words and expressions that are used in the article.

The use of online translation tools is strictly prohibited, although you may use Word Reference (<https://www.wordreference.com/>) for translation of individual words and phrases.

4. Take the final exam worth 200 points. The final exam is an evaluation of the material covered throughout the entire semester.

Syllabus Statements:

--If you have any problems with your laptops (technical issues), go to Support Services, at the Library (downstairs).

--[Institution's accessibility policies and services.](#)

--[Writing Center:](#) although they cannot help you with Spanish, they provide help with MLA/APA citation.

--[Tutoring Center:](#) The center is located at the Dorothy Donahoe Hall, Rooms B115 & B117. Phone: 661-654-2613; Email: ahtc@csub.edu. We will have extra hours of tutoring at the language lab (DDH E102). Check the schedule on its door.

--Help at the Library: the librarian in charge of the Spanish materials is Amanda Grombly, agrombly@csub.edu

"To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. You must have an accommodations letter from the SSD office documenting that you have a disability; present the letter to me during my office hours as soon as possible or on the first day of class. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class."

[Check the university web page regarding disabilities.](#)

USEFUL NON ACADEMIC SUPPORT CENTERS (More information in the "Resources" folder in Canvas)

Free Electronic Resources to Practice your Spanish

For grammar exercises:

- <http://www.colby.edu/~bknelson/SLC/index.php>

- In Google, type “Spanish dictionary” and then the grammar you would like to practice and you will get explanations and practice quizzes. For example: Spanish dictionary, preterit vs. imperfect
- Downloadable “app” with game-ification elements for Spanish (and other languages): <https://en.duolingo.com/>
 - (This free app was invented by a Guatemalan by the name of Luis von Ahn who has an interesting biography.)

ACADEMIC ADVISING AND RESOURCE CENTER: <http://www.csub.edu/aarc/>

REGISTRATION AND RECORDS:

<http://www.csub.edu/admissionsandaid/registration%20and%20Records/>

CENTER FOR CAREER EDUCATION AND COMMUNITY

ENGAGEMENT: <http://www.csub.edu/cece/>

FINANCIAL AID AND SCHOLARSHIPS: <http://www.csub.edu/finaid/>

HEALTH, SAFETY AND WELLNESS: <http://www.csub.edu/healthcenter/>

Academic Calendar: [Academic HYPERLINK](#)

["https://www.csub.edu/calendars/academic"](https://www.csub.edu/calendars/academic)CalendarsLinks HYPERLINK

["https://www.csub.edu/calendars/academic"](https://www.csub.edu/calendars/academic) to an external site. This link will provide the first and last days of the semester, census days, campus closures, etc.

Pro tip: note the evacuation drill date! UPD will let us know what time the drill happens a week or two prior.

Final Exam Schedule [also found on [Academic HYPERLINK](#)

["https://www.csub.edu/calendars/academic"](https://www.csub.edu/calendars/academic)CalendarsLinks HYPERLINK

["https://www.csub.edu/calendars/academic"](https://www.csub.edu/calendars/academic) to an external site.]

Grading Scale in Percentage (%)

98 - 100	= A+	77 - 79	= C+
93 - 97	= A	73 - 76	= C
90 - 92	= A-	70 - 72	= C-
87 - 89	= B+	67 - 69	= D+
83 - 86	= B	63 - 66	= D
80 - 82	= B-	60 - 62	= D-
		below 60	= F

Disclaimer

This syllabus represents a “best plan” for the course, but as with most plans, it is subject to changes made necessary by time, space, and personal constraints. If changes should become necessary, students will be informed of such changes in class and, if possible, on Canvas.

Course Calendar

- Semana 1 Introducciones, plan de estudios, “Study Tips,” & Actividades relacionadas con las visitas al médico
On the 1st, before coming to class, read El Aparato Digestivo 1 and answer questions posted on pgs. 33-34. Also do pg. 37.
Activity: Short Film
- Semana 2 Día del Trabajo: No hay clases
Spanish Review
Read La salud de los hispanohablantes and answer questions posted on pgs. 35-36 & 38.
Activity: Short Film
Entrega de Artículo (Ver tarea & guía de corrección en Canvas)
- Semana 3 Leer páginas 39-41 y responder a las preguntas en las páginas 40-41.
Leer páginas 13-17 respondiendo a las preguntas en las páginas 15 & 17.
- Semana 4 Repaso gramatical y lección sobre los **acentos** pgs. 24-27.
Reflexión pg. 27.
Prácticas de traducción sobre las páginas 44-47
- Semana 5 **Activity: On this Monday, students will work on selected topics. Bring laptops. You may use the ideas provided on pages 62-64. We plan to have a guest speaker for a portion of our class on Monday.**
El Sistema Digestivo II
Leer páginas 51-57 respondiendo a las preguntas en las páginas 52, 56 & 57.
Activity: Short Film
- Semana 6 Leer páginas 57-61 respondiendo a las preguntas que se encuentran en esas páginas.
El Sistema Sensorial I.
Do the translation assignments on pages 64-66.
Leer páginas 70-74 respondiendo a las preguntas que se encuentran en esas páginas.
Activity: Short Film

- Semana 7
Leer páginas 75-77 respondiendo a las preguntas que se encuentran en esas páginas.
Leer páginas 78-80 respondiendo a las preguntas que se encuentran en esas páginas.
Activity: Short Film
- Semana 8
Investigación y conversación pgs. 81-85-
Oral Presentations
Leer páginas 89-91 & 101 respondiendo a las preguntas que se encuentran en esas páginas.
- Semana 9
Leer páginas 93-96 & 102 respondiendo a las preguntas que se encuentran en esas páginas.
Oral Presentations
Leer páginas 108-110 & 116 respondiendo a las preguntas que se encuentran en esas páginas.
Activity: Short Film
- Semana 10
Oral Presentations
Leer páginas 110-112 & 118 respondiendo a las preguntas que se encuentran en esas páginas.
Leer páginas 112-113 & 123 respondiendo a las preguntas que se encuentran en esas páginas.
- Semana 11
Leer páginas 131-134 respondiendo a las preguntas que se encuentran en esas páginas.
Last Oral Presentations
Activity: Short Film
Leer páginas 135-136 respondiendo a las preguntas que se encuentran en esas páginas.
- Semana 12
Activity: Latin American Fiesta
Special Assignments
- Semana 13
Leer páginas 137-139 respondiendo a las preguntas que se encuentran en esas páginas.
Activity: Short Film
Leer páginas 143-144 respondiendo a las preguntas que se encuentran en esas páginas.
- No hay clase por celebraciones relacionadas con el Día de Acción de Gracias**

Semana 14 Leer páginas 147-151 respondiendo a las preguntas que se encuentran en esas páginas.
Leer páginas 154-159 respondiendo a las preguntas que se encuentran en esas páginas.

Semana 15 Leer páginas 160-166 respondiendo a las preguntas que se encuentran en esas páginas.
Preparación para el Examen Final

8-14 de diciembre son las fechas para los exámenes finales.

SPA 3XXX Syllabus
Acknowledgement Form

By signing this form, I affirm that I have fully read and understand the Syllabus for SPA 3XXX.

Signature / Name of Student / Date