The Accelerated Instructional Program Review Narrative Report

**College:** Berkeley City College

# Discipline, Department or Program: Department of Modern Languages

**Date:** March 8, 2010

**Members of the Accelerated Instructional Program Review Team:**

Dr. Fabian Banga (Department Chair)

Dr. Gloria Vogt (Dean)

Dr. Gabriela Pisano (Instructor)

José Martin (Instructor)

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**2. Narrative Description of the Discipline, Department or Program**:

*Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.*

As written in the *Berkeley City College Educational and Resources Plans for the Years 2001-2016*, the mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning.

The Modern Languages program is a strong and vibrant area of studies at Berkeley City College. The program offers a complete range of lower division courses in Spanish and an Associate of Arts Degree and Certificate of Completion. It has approximately 50% of the total of students studying Spanish in the district: BCC 104.02 total Full-time Equivalent Students (FTES), Laney 63.24 total FTES, Alameda 26.65 total FTES and Merritt 18.23 total FTES. (March 8, 2010) Spanish classes represent 83% of the department population at BCC. The total FTES of the department is 124.65; the rest is completed with French 10.40 FTES and Portuguese 12.82 (March 8, 2010).

The Modern Languages Department consistently offers not only introductory courses, such as Spanish 1a and 1b, Portuguese 1a and1b, Arabic 1a and b and French 1a and b but also intermediate level courses such as Spanish 2a and 2b, Spanish 15, 38, 39 and 40. Furthermore, the program offers four conversation courses, 30a and 30b, Beginning Conversational Spanish, 31a and 31b Intermediate Conversational Spanish and Spanish 10a and 10b, Intermediate Conversational Spanish. Finally, the program includes a vocational component that is in the process of expansion. The focus of this area is to prepare students, both linguistically and culturally, to become interpreters. Two courses currently offered in this area are Medical Spanish and Spanish for the Work place.

The Spanish program offers the possibility of studying abroad during the summer. The Study Abroad program provides students with the opportunity to experience and gain appreciation of Spanish or Hispanic culture while studying the language. The intensive language courses meet five days a week and are offered usually Spain and Mexico every year.

**3.** **Curriculum**:

* *Is the curriculum current and effective?  Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?*

All courses were reviewed in spring, 2010.

* *Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?*

Spanish courses are updated every three years. The Department of Modern Languages chairperson requests that the Spanish instructors review and update course outlines and text used. The Office of Instruction compiles the results, and chairperson presents a report to the Curriculum Committee. The Curriculum Committee then reviews the report and provides input as to the direction of the program.

* *What are the department’s plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?*

BCC has articulated Spanish courses (Spanish 1a, 1b, 2a, and 2b) with the University of California (UC) and California State University (CSU) system schools. This courses fulfill the Associate degree general education requirements in Humanities, Language other than English (UC requirement only) Span 1A, The California State University General Education Breadth Requirements, Area A (Essential Skills) Spanish 1B, Foreign Language, Area B (Arts and Literature) and Area C-2 (Humanities) Span 1A, 1B, 2A and 2B. Span 38 and 40 fulfill the Area B (Arts and Literature)

The Spanish program at BCC College prepares its students for transferring to a four-year institution and completing a Spanish major. It offers the foreign language component required by many institutions for transfer students and helps them to acquire a level of Spanish proficiency necessary for careers that emphasize the value of familiarity with diverse cultures and global issues. The courses Spanish 1a, 1b, 2a and 2b are fully articulated with the University of California at Berkeley. The only prerequisite for upper-division work in Spanish at Berkeley not offered at BCC is Spanish 25: Reading and Literary Analysis. The program at BCC is in the process of creating this course in the near future.

The program anticipates expanding in vocational courses, into strategic and heritage languages and online courses. Since the Spanish-speaking population in California is constantly growing and the need for bilingual individuals is increasingly required, the Spanish program at BCC is working to offer courses that will train and prepare interpreters for the workplace. The person in charge of this project is Dr. Gabriela Pisano (see Feasibility study and curriculum for a Spanish medical interpreter certificate at Berkeley City College, page 19)

The second area of expansion is in into strategic languages and the creation of courses that will help already fluent students complete their AA or credential degree. Although many BCC students speak Spanish fluently, this ability makes them ineligible for basic language courses such us Spanish 1a, 1b and in many cases 2a. Because of this, there are not enough courses available for them to complete a degree. In addition to the courses that advanced Spanish speakers can take, such as 38, 39 and 40 and Spanish 15, an intermediate composition course, BCC is offering Spanish, 22a and b, Elementary and Intermediate Spanish for students whose native language is Spanish. These courses are been offered entirely online.

According to the 2005 language data from the Modern Language Association, 35% of Alameda County households speak a language other than English as the main language. It, thus, makes sense to offer a lot of languages in this county. At this point, we offer four foreign languages, Spanish, French, Portuguese, and Arabic. In these challenging economic times, we want to grow languages where there is both a demand and where we may be able to get external funding. Laney College has applied to teach German. We wish to take the department in a different direction, trying to go away from traditional languages, which have stagnant growth (e.g. German and French) and into strategic languages and heritage languages. Strategic languages are those identified by government and industry as being of vital interest to the country. Presently, these languages include Arabic, Persian (AKA Farsi, political distinction), Korean, and Mandarin. Heritage languages are languages in which we have students with home exposure to the language. For many of our students, especially closer to Hayward and San Leandro, Portuguese is a heritage language. In the Bay Area, we have a great deal of heritage speakers of Chinese, Korean, Vietnamese, Pilipino (AKA Tagalog), and Persian. The Modern Language Association keeps track of trends in US language teaching. As mentioned earlier, French and German enrollments have declined greatly over the last surveys. The fastest growing languages, in order, are Arabic (126.5% increase from 2002-2006), Mandarin (51%), Korean (37.1%), ASL (29.7%), Japanese (27.5%), Italian (22.6) and Portuguese (22.4%). The committee would like to see the department offer Italian at some point in the future.

Spanish is the most powerful and common foreign language taught in the United States (US) and at BCC. Presently, our classes are heavily geared towards UC transfer. Our most common classes are Spanish 1A and 1B. We usually offer 16 sections of 1A per year and eight (8) of 1B.

* *What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?*

The faculty establishes performance objectives as part of the course outline development. Individual instructors assess student work as a normal process in determining a grade for the students in each course. The department is in the process of assessing SLOs to determine whether students within the department are meeting general student learning outcomes. In addition to adopting institutional SLOs, the Department has completed course level SLOs 100% of its courses, and is in the process of assessing the accomplishment of those outcomes.

* *Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?*

All courses SLOs align with the institutional (and program) outcomes.The complete description of the courses and SLOs is as follows:

**Course Descriptions**

SPAN 1A, Elementary Spanish, 5 Units

Study and practice in understanding, speaking, reading, and writing Spanish; readings in Spanish and Spanish-American life and culture.

5 hours lecture. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3; CSU area C2; Spanish 1A:IGETC area Language; CAN Span 2; Spanish 1B: IGETC area 3; CAN Span 4)

SPAN 1B, Elementary Spanish, 5 Units

Study and practice in understanding, speaking, reading, and writing Spanish; readings in Spanish and Spanish-American life and culture.

5 hours lecture. Prerequisite for Spanish 1B: Spanish 1A with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3; CSU area C2; Spanish IA:IGETC area Language; Spanish 1B: IGETC area 3)

SPAN 2A, Intermediate Spanish, 5 Units

Grammar review, conversation, composition, reading and aural-oral practice.

5 hours lecture. Prerequisite: Spanish 1B with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3; CSU area C2; IGETC area 3; CAN Spanish 8; CAN Spanish Sequence B)

SPAN 2B, Intermediate Spanish, 5 Units

Selected readings from Spanish and Latin-American literature, grammar review and advanced composition and conversation.

5 hours lecture. Prerequisite: Spanish 2A with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3; CSU area C2; IGETC area 3; CAN Spanish 10; CAN Spanish Sequence B)

SPAN 10A, Advanced Spanish Conversation, 3 Units

Practice in developing oral fluency through Interpretation and discussion of selected readings.

3 hours lecture. Prerequisite: Spanish 2A with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3)

SPAN 1OB, Advanced Spanish Conversation, 3 Units

Practice In developing oral fluency through interpretation and discussion of selected readings.

3 hours lecture. Prerequisite: Spanish 2A with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3)

SPAN 11, Spanish for the Medical/ Health Professions, 3 Units

Introductory Spanish for the medical and health professions: Cultural, geographical, and linguistic aspects of the Spanish-speaking world as relevant to the medical profession.

3 hours lecture. Prerequisite: Spanish 1A. Acceptable for credit: CSU

1105.00

SPAN 12, Spanish for the Business Professions, 3 Units

Introductory Spanish for the world of business: Cultural, geographical, and linguistic aspects of the Spanish-speaking world as relevant to business.

3 hours lecture. Prerequisite: Spanish 1A. Acceptable for credit: CSU

1105.00

SPAN 15, Spanish Composition, 3 Units

Intermediate Spanish composition: Writing in Spanish, including writing strategies as well as recognition and self-correction of errors.

2 hours lecture, 3 hours lab. Prerequisite: SPAN 1B. Acceptable for credit: CSU/UC

1105.00

(AA/AS area 3)

SPAN 22A, Spanish for Bilinguals Speakers I, 5 Units

Elementary and Intermediate Spanish for students whose native language is Spanish. Critical reading and discussion of selected readings in Spanish with emphasis on reading development, orthography, grammar, lexical expansion and composition. Course conducted entirely in Spanish

SPAN 22B, Spanish for Bilinguals Speakers II, 5 Units

Intermediate and advanced intermediate Spanish for students whose native language is Spanish. Critical reading and discussion of selected readings in Spanish with emphasis on reading development, orthography, grammar, lexical expansion and composition. Course conducted entirely in Spanish. Spanish 22B is a continuation of Spanish 22A.

SPAN 30A, Beginning Conversational Spanish, 3 Units

Use of modern colloquial Spanish in conversation; elementary grammar.

3 hours lecture. Acceptable for credit: CSU

1105.00

(AA/AS area 3; CSU area C2)

SPAN 30B, Beginning Conversational Spanish, 3 Units

Use of modern colloquial Spanish in conversation; elementary grammar.

3 hours lecture. Recommended Preparation for Spanish 30B: Spanish 30A with grade C or better. Acceptable for credit: CSU

1105.00

(AA/AS area 3; CSU area C2)

SPAN 31A, Intermediate Conversational Spanish, 3 Units

Emphasis on intermediate-level conversational practice: Grammar review as needed; readings from conversation textbook, newspapers, and magazines in Spanish.

3 hours lecture. Prerequisite: Span 30B.

SPAN 31B, Intermediate Conversational Spanish, 3 Units

Emphasis on intermediate-level conversational practice: Grammar review as needed; readings from conversation textbook, newspapers, and magazines in Spanish.

3 hours lecture. Prerequisite: Span 31A

SPAN 35A, Intermediate Conversational Spanish: Current Events, 3 Units

3 hours lecture (GR or P/NP). Recommended Preparation: SPAN 1B or 30B. Acceptable for credit: CSU

Emphasis on intermediate-level conversational practice with a focus on current events: Gram¬mar review as needed; readings from conversa¬tion textbook, newspapers, and magazines in Spanish.

1105.00

SPAN 35B, Intermediate Conversational Spanish: Film, 3 Units

3 hours lecture (GR or P/NP). Recommended Preparation: SPAN 1B or 30B. Acceptable for credit: CSU

Emphasis on intermediate-level conversational practice with a focus on films: Grammar review as needed; readings from conversation textbook; films in Spanish.

1105.00

(AA/AS area 3)

SPAN 38, Latin American Literature, 3 Units

Contemporary Latin American literature through the reading of short stories and poetry from prominent Latin American writers:Carlos Fuentes, Gabriel Garcia Marquez, Julio Cortazar, Pablo Neruda and others. The course is taught in Spanish.

3 hours lecture. Recommended Preparation: Spanish 2A with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3; CSU area C2, IGETC area 3)

SPAN 39, LATIN-AMERICAN NOVEL, 3 Units

Contemporary Latin-American fiction through the reading of novels by prominent Latin-American

writers. Course conducted in Spanish.

3 hours lecture. Recommended Preparation: Spanish 2A with grade C or better. Acceptable for credit: UC/CSU

SPAN 40, Hispanic Civilization and Culture, 3 Units

Study of Hispanic civilization and culture through readings in Spanish designed to develop active language skills.

3 hours lecture. Recommended Preparation: Spanish 1B with grade C or better. Acceptable for credit: UC/CSU

1105.00

(AA/AS area 3; CSU area C2; IGETC area 3)

SPAN 49, Independent Study in Spanish, .5-5 Units

Acceptable for credit: CSU

1105.00

SPAN 101, Basic Spanish for the Education Profession, 3 Units

3 hours lecture (GR or P/NP). Acceptable for credit: CSU

Introductory Spanish for the education profes¬sion: Cultural, geographical, and linguistic aspects of the Spanish-speaking world as relevant to education.

1105.00

SPAN 201, Spanish for the Workplace, 1 Unit

1 hour lecture (GR or P/NP).

Elementary vocational Spanish conversation: Workplace dialogs, vocabulary, and cultural issues.

1105.00

SPAN 248UA-ZZ, Selected Topics in Spanish, .5-5 Units

0-5 hours lecture, 0-15 hours of laboratory (GR or P/NP)

See section on Selected Topics.

1105.00

# BCC SLOs related to the Spanish Program

**Communication**The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communications for meaning, purpose, effectiveness, and logic.

**Critical Thinking**The student should be able to identify a problem/argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.

**Global Awareness and Valuing Diversity**(The subcommittee is still working on a more specific definition for Vista. This is an example from Mesa community College.) Identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.

# Spanish program SLOs

The student should effectively demonstrate:

1. Knowledge of grammar, vocabulary and communicative competence in the Spanish language. (**Communication)**
2. Knowledge of the cultural, literary and linguistic structure, which exists in the Spanish-speaking world. (**Global Awareness and Valuing Diversity)**
3. Ability to interpret Spanish-language texts according to their cultural, literary and/or linguistic content (**Critical Thinking and Global Awareness and Valuing Diversity)**

**Spanish 1A**

* Effectively demonstrate basic comprehension of basic Spanish language. Demonstrate oral production and understanding of basic sound and pronunciation patterns in Spanish (Spanish SLO 1)
* Read simple prose. (Spanish SLO 2)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

## Spanish 1B

* Write paragraphs using proper grammar to describe ideas. (Spanish SLO 1)
* Read simple prose. (Spanish SLO 2)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

### Spanish 2A

* Demonstrate oral production and understanding of basic Spanish patterns including proficiency in the various tenses and modes (Spanish SLO 1)
* Read short stories and poetry. (Spanish SLO 2)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

### Spanish 2B

* Write an analytical essay in Spanish (Spanish SLO 1 and 3)
* Discuss and read about Hispanic history & culture in context of literary readings. (Spanish SLO 2)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

# Spanish 30A

* Recognize the Spanish sound system. (Spanish SLO 1)
* Have simple conversations with others in Spanish (Ask and answer questions). (Spanish SLO 1)
* Recognize and use basic Spanish grammar and common expressions (present tense). (Spanish SLO 1)
* Respond appropriately to questions in Spanish. (Spanish SLO 1)

# Spanish 30B

* Recognize the Spanish sound system. (Spanish SLO 1)
* Have simple conversations with others in Spanish (Ask and answer questions). (Spanish SLO 1)
* Recognize and use basic Spanish grammar and common expressions (past tense, imperfect, present perfect)
* Respond appropriately to questions in Spanish. (Spanish SLO 1)

**Spanish 31A**

* Have conversations with others in Spanish. (Spanish SLO 1)
* Recognize and use basic Spanish grammar and common expressions (present tense and preterite tense, the simple future). (Spanish SLO 1)
* Discuss social and cultural aspects of the Spanish-speaking world.

# Spanish 31B

* Have conversations with others in Spanish. (Spanish SLO 1)
* Recognize and use basic Spanish grammar and common expressions (present tense, the preterit and imperfect tenses, the subjunctive in simple noun and adjectival clauses). (Spanish SLO 1)
* Discuss social and cultural aspects of the Spanish-speaking world.

# Spanish 35A

# Conduct research in Spanish and read Spanish newspapers. Conduct research in Spanish and read Spanish newspapers online (Institutional Outcomes: Information Competency)

# Speak in Spanish alone and in small group discussions in Spanish, prepare oral presentations and participate in small group discussions (Institutional Outcomes: Communication)

# Study Spanish newspapers and current events read foreign language newspapers and research current events in Spanish speaking countries (Institutional Outcomes: Global Awareness and Valuing Diversity)

# Spanish 35B

# express concepts, using future and hypothetical, in Spanish, practice expressing personal reactions, making predictions for the future as well as hypothetical statements in response to ethical questions raised in films (Institutional Outcomes: Ethics and Personal Responsibility)

# Converse and prepare oral presentations in Spanish, prepare oral presentations and participate in small group discussions (Institutional Outcomes: Communication)

# View and discuss Spanish-language films, view and discuss films from Spanish speaking countries (Institutional Outcomes: Global Awareness and Valuing Diversity)

# Spanish 10A

* Given an academic or social situation, the student will be able to demonstrate use of vocabulary at an intermediate/ advanced level. (Spanish SLO 1)
* Demonstrate the ability to offer oral presentations and reports in Spanish. (Spanish SLO 1)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

# Spanish 10B

* Given an academic or social situation, the student will be able to discuss articles, literary passage and films at an advanced level of oral proficiency (Spanish SLO 1)
* Prepare oral presentations and reports on the topics discussed in the class (Spanish SLO 1)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

# Spanish 15

* Write well-organized expository/argumentative short and medium-length essays in Spanish about critical, literary and non-literary texts. (Spanish SLO 1 and 3)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

# Spanish 22A

* Demonstrate fluency in Spanish orthography (syllabification, accentuation, accuracy in spelling, punctuation). (Spanish SLO 1)
* Demonstrate reading fluency in Spanish (speed recognition, synonym recognition, phrase recognition). (Spanish SLO 1)
* Demonstrate ability to write a 200-word essay in Spanish. (Spanish SLO 1)

# Spanish 22B

* Apply knowledge of the essentials of formal Spanish grammar and orthography. (Spanish SLO 1)
* Read analytically and with good comprehension prose written in Spanish (essays, short stories, poetry). (Spanish SLO 3)
* Write 500-word compositions based on readings that involve critical thinking. (Spanish SLO 3)

# Spanish 38

* Write analytical essays in Spanish in reference to literature read, including a character study, an analysis of style, and a thematic analysis. (Spanish SLO 1 and 3)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

**Spanish 39**

* Write analytical essays in Spanish in reference to literature read, including a character study, an analysis of style, and a thematic analysis. (Spanish SLO 1 and 3)
* Demonstrate basic knowledge about issues that are relevant to the Hispanic community in the Hispanic world presented in the class (Spanish SLO 2)

**Spanish 40**

* Rationalize the differences and similarities between Spanish and Hispanic cultures and societies. (Spanish SLO 2 and 3)
* Discuss contemporary social, political and artistic issues related to Hispanic and Spanish societies. (Spanish SLO 2 and 3)
* Identify the Spanish influences (historical and contemporary) on American society. (Spanish SLO 2 and 3)

**Spanish 101**

* Read, write, and understand elementary Spanish, demonstrate basic comprehension and production of elementary Spanish language, including basic pronunciation, asking and answering questions, and proper use of basic grammar (Institutional Outcomes: Communication)
* Discuss issues relevant to the Hispanic world, demonstrate basic knowledge about issues that are relevant to the Hispanic community in the areas of the Hispanic world presented in the course (Institutional Outcomes: Global Awareness and Valuing Diversity)

# BCC SLOs related to the Portuguese Program

**Communication**The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communications for meaning, purpose, effectiveness, and logic.

**Critical Thinking**The student should be able to identify a problem/argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.

**Global Awareness and Valuing Diversity**(The subcommittee is still working on a more specific definition for Vista. This is an example from Mesa community College.) Identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.

# Portuguese Program SLOs

The student should effectively demonstrate:

1. Knowledge of grammar, vocabulary and communicative competence in the Portuguese language. (**Communication)**
2. Knowledge of the cultural, literary and linguistic structure, which exists in the Portuguese-speaking world. (**Global Awareness and Valuing Diversity)**
3. Ability to interpret Portuguese-language texts according to their cultural, literary and/or linguistic content (**Critical Thinking and Global Awareness and Valuing Diversity)**

**Portuguese 1A**

* Effectively demonstrate basic comprehension of basic Portuguese language. Demonstrate oral production and understanding of basic sound and pronunciation patterns in Portuguese (Portuguese Sound and writing systems, present tense, imperfect tenses) (Portuguese SLO 1)
* Read simple prose. (Portuguese SLO 2)
* Demonstrate basic knowledge about issues that are relevant to the Portuguese community presented in the class (Portuguese SLO 2)

## Portuguese 1B

* Write simple compositions using proper grammar to describe ideas. (present tense and preterite tense, the simple future, direct and indirect object pronouns, demonstrative adjectives, idiomatic expressions with *ter, estar, fazer*) (Portuguese SLO 1)
* Read simple prose. (Portuguese SLO 2)
* Demonstrate basic knowledge about issues that are relevant to the Portuguese community presented in the class (Portuguese SLO 2)

# Portuguese 26

* Have conversations with others in Portuguese. (Portuguese SLO 1)
* Recognize and use basic Portuguese grammar and common expressions (present tense and preterite tense, the simple future, direct and indirect object pronouns, demonstrative adjectives, idiomatic expressions with *ter, estar, fazer*). (Portuguese SLO 1)
* Discuss social and cultural aspects of the Portuguese-speaking world.
* *Recommendations and priorities*.

Spanish is such an established program that almost all of the courses in the program transfer either to fulfill general education or IGETC requirements or to transfer as elective units. A few courses also fulfill requirements within the major at CSU-Hayward and San Francisco State University. The course outlines are up-to-date, and the faculty reviews those on a regular basis. Therefore, the committee has no recommendations to make concerning the curriculum. However, the committee supports the idea of expansion in the area of vocational courses, into strategic and heritage languages and online courses.

**4.** **Instruction:**

* *Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?*

Instructors in the Spanish program are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the Department is member of the executive committee of the Foreign Language Association of Northern California (FLANC), member of the Computer Assisted Language Instruction Consortium (CALICO), the Rocky Mountain Modern Language Association (RMMLA) and the South West Association for Language Learning Technology (SWALLT) Furthermore, most members of the department are members of FLANC, CALICO, RMMLA or/and SWALLT or similar associations. This keeps the members up-to-date with information on all relevant developments in the language acquisition discipline. The program applies several learning techniques base on Tracy D. Terrell’s Natural Approach to Language Instruction, James Asher’s Total Physical Response (TPR) and Stephen D. Krashen’s theoretical model of second-language acquisition. The programs uses the textbook Dos Mundos, by Tracy D. Terrell, Magdalena Andrade, Jeanne Egasse and Elías Miguel Muñoz, since this book is compatible with this techniques. These pedagogical techniques are being use today in universities programs such as the Spanish and Portuguese department at UC Berkeley for their effectiveness. The Spanish program is also working on an especially needed language lab. An all-new state of the art mobile language lab will be available this year. Furthermore, the department offers hybrid and online courses, which combines online techniques with traditional teaching methodology. A hybrid class is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced and focused on putting the grammar into practice. The program is investing heavily in hybrid classes, following the recommendation to the Peralta Community College District (PCCD) by the Chuck McIntyre Report (2008)

*Because of the character of its students, the hybrid model should be the preferred PCCD online course style where all classes have some or more face-to-face (FTF) meetings with the requisite TLC for struggling students and the opportunity to chat with faculty and join a community of student colleagues exists. Most research shows (rather logically) that student retention in hybrids is typically at least 10 percentage points higher than in the completely remote "100%" online versions of the same offerings.*Chuck McIntyre Report, from “Findings and Conclusions” p. 11

Even though the Spanish classes continue to use the traditional approaches to second language acquisition, considerable online innovation had been implemented. Practically all the traditional language (on campus) classes use our LMS Moodle, to enhance the course traditional structure and to add to the students learning experience. A Language Digital Lab will be available to faculty in 2010. Some instructors have been using for some time online resources, forums and online material prepared by the instructor and delivered through Moodle. Furthermore, all the language books, like *Dos Mundos* for Spanish 1A and B, have a well developed online learning center. In our new BCC’s building and since the classrooms are designed as smart classrooms having in-class Internet capabilities, more instructors are incorporating technology into their delivery.

* *How does the department maintain the integrity and consistency of academic standards within the discipline?*

Spanish instructors follow course outlines conscientiously so that any student who takes a Spanish course at Berkeley City College will have the same course content and meet the same course objectives regardless of the instructor or time and day of the course. When the department reviews the course outlines, they review the performance objectives as part of that process and then undergo review by the Curriculum Committee as well. In the event of changes in articulation agreements, the department revises the course outlines to reflect them. Because most courses are multiple sections, instructors and Department chair meet every semester to ensure consistency. The faculty establishes performance objectives as part of the SLOs and course outline development. Individual instructors assess student work as a normal process in determining a grade for the students in each course.

* *Discuss the enrollment trends of your department.  What is the student demand for specific courses?  How do you know? What do you think are the salient trends affecting enrollments?*

The student demand is clearly focused on the first year elementary courses, 73% of the department population (91.02 FTES) 124.65 is the total FTES of the department.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Catalog** | **Section** | **Class #** | **Descr** | **Instructors** | **Curr Enrl** | **TOT FTES** | **IS FTES** |
| SPA | 101 | B1 | 24960 | BASIC SPANISH/EDUCATION | Copenhagen, Carol | 40 | 2.90 | 2.50 |
| SPA | 10B | B1 | 22650 | ADV SPANISH CONVERS | Rodriguez, Eusebio | 22 | 2.70 | 2.60 |
| SPA | 1A | B1 | 22365 | ELEMENTARY SPANISH | Manheimer,Robert | 43 | 7.97 | 7.63 |
| SPA | 1A | B2 | 22366 | ELEMENTARY SPANISH | Zunguze, Jeremias A. | 32 | 7.28 | 6.76 |
| SPA | 1A | B3 | 22367 | ELEMENTARY SPANISH | Pisano, Gabriela | 46 | 8.15 | 6.93 |
| SPA | 1A | B4 | 22368 | ELEMENTARY SPANISH | Pisano, Gabriela | 38 | 6.76 | 5.72 |
| SPA | 1A | B5 | 22369 | ELEMENTARY SPANISH | McCormick, Anne | 40 | 7.11 | 6.41 |
| SPA | 1A | B6 | 22370 | ELEMENTARY SPANISH | Barlow, Cynthia | 32 | 6.24 | 5.37 |
| SPA | 1A | B7 | 22448 | ELEMENTARY SPANISH | Jorgensen, Patricia | 35 | 4.00 | 3.60 |
| SPA | 1A | B8 | 22782 | ELEMENTARY SPANISH | Copenhagen, Carol | 36 | 4.70 | 4.30 |
| FRE | 1A | B1 | 22116 | ELEMENTARY FRENCH | Thorsen, Michele | 55 | 10.40 | 9.53 |
| POR | 1A | B1 | 22480 | ELEMENTARY PORTUGUESE | Adao, Deolinda M. | 36 | 7.11 | 6.59 |
| SPA | 1B | B1 | 22371 | ELEMENTARY SPANISH | Lizarraga, Willy | 27 | 5.71 | 5.37 |
| SPA | 1B | B2 | 22372 | ELEMENTARY SPANISH | Pisano, Gabriela | 31 | 6.93 | 6.41 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SPA | 1B | B3 | 22373 | ELEMENTARY SPANISH | Lizarraga, Willy | 29 | 5.54 | 5.20 |
| POR | 1B | B1 | 24457 | ELEMENTARY PORTUGUESE | Adao, Deolinda M. | 17 | 3.12 | 2.95 |
| SPA | 22A-B | B1 | 24826 | SPAN/BILING SPKRS I | Barahona, Byron A. | 28 | 5.67 | 4.83 |
| SPA | 2A | B1 | 22374 | INTERMEDIATE SPANISH | Lizarraga, Willy | 33 | 6.41 | 6.24 |
| SPA | 2B | B1 | 22375 | INTERMEDIATE SPANISH | Pisano, Gabriela | 27 | 4.85 | 4.85 |
| SPA | 30A | B1 | 22376 | BEG CONVERS SPANISH | McCormick, Anne | 35 | 4.20 | 4.00 |
| SPA | 30B | B1 | 22378 | BEG CONVERS SPANISH | Manheimer, Robert | 26 | 2.90 | 2.70 |
| SPA | 38 | B1 | 22501 | LATIN AMERICAN LIT. | Banga, Fabian | 34 | 4.00 | 3.90 |
|  |  |  |  |  | Total: | 742 | 124.65 | 114.39 |

Since the program is very popular and enrollment is very high in the Spanish classes, little has been made to recruit more students. The program could offer more classes, but because of lack of recourses this expansion had been stopped. Evidently, elementary language classes are very full because they fulfill the language other than English requirement at the University of California.

Furthermore, the following Spanish courses fulfill the Associate degree general education requirements in humanities: Spanish 1B, 2A, 2B, 10A, 10B, 38 and 40. For The California State University General Education Breadth Requirements, Area A (Essential Skills) Foreign Language: Spanish 1B, Area B (Arts and Literature): SPAN 38 and 40, Area C—Arts, Literature, Philosophy, Foreign Languages (C-2 – Humanities): Spanish 1AB, 2AB, 10AB, 30AB, 38 and 40.

* *Are courses scheduled in a manner that meets student needs and demand? How do you know?*

To satisfy a diverse population we offer language classes in grammar, conversation and culture in the morning, afternoon and evening so courses are not overlapped in the schedule.

* *Recommendations and priorities.*

Because of the large Spanish Speaking community in California, for many students Spanish is their first or second language. These fluent Spanish speaking students have a limited number of courses to take. The Department needs to create an alternative track for these students so they can complete their AA or CC in Spanish in case they want to.

Furthermore, the committee recommends:

* Support faculty to engage in scholarly activity and to expand program curriculum for online course offerings and vocational area
* Continue planned efforts to make sure program courses are not overlapped in schedule and to increase number of online and hybrid courses to support working professional students.
* Develop a plan, including budget, for the regular updating of software and hardware used in the Language Lab.
* See Medical Interpreter-Spanish Certificate Program Need, please see page 23
* Expansion on strategic and heritage languages include strategic languages like Arabic, Persian (AKA Farsi, political distinction), Korean, Mandarin and heritage languages like Portuguese.

**5. Student Success:**

* Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

An examination of the sequential Spanish and French classes shows overall an increase and stabilization in course completion rate in the last four years

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPANISH: SUCCESSFUL COURSE COMPLETION RATES BY DEPARTMENT** | | | | | | | | |
| **USING TOTAL LETTER GRADES** | | | | | | | | |
| **DEPT** | **2005-06** |  | **2006-07** |  | **2007-08** |  | **2008-09** |  |
|  | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** |
| **SPAN** | **817** | **62.3%** | **1123** | **57.3%** | **1321** | **59.8%** | **1315** | **59.8%** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FRENCH: SUCCESSFUL COURSE COMPLETION RATES BY DEPARTMENT** | | | | | | | | |
| **USING TOTAL LETTER GRADES** | | | | | | | | |
| **DEPT** | **2005-06** |  | **2006-07** |  | **2007-08** |  | **2008-09** |  |
|  | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** |
| **FREN** | **130** | **54.6%** | **130** | **53.1%** | **167** | **52.7%** | **122** | **71.3%** |

The Spanish 59.8% is very close to 63% BCC campus’ success rate, and 71.3% in the French classes is evidently much higher.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PORTUGUESE: SUCCESSFUL COURSE COMPLETION RATES BY DEPARTMENT** | | | | | | | | |
| **USING TOTAL LETTER GRADES** | | | | | | | | |
| **DEPT** | **2005-06** |  | **2006-07** |  | **2007-08** |  | **2008-09** |  |
|  | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** |
| **PORT** |  |  |  |  |  |  | **73** | **56.2%** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ARABIC: SUCCESSFUL COURSE COMPLETION RATES BY DEPARTMENT** | | | | | | | | |
| **USING TOTAL LETTER GRADES** | | | | | | | | |
| **DEPT** | **2005-06** |  | **2006-07** |  | **2007-08** |  | **2008-09** |  |
|  | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** | **ATT** | **SCSS** |
| **ARAB** |  |  |  |  | **62** | **37.1%** | **81** | **35.8%** |

Unfortunately, the course completion rate is lower in Portuguese and dramatically lower in Arabic. The Department did not offer Arabic in spring 2010 because of budget cuts. The Department is working on this issue with the Arabic and Portuguese instructors. Fortunately, in fall 2010, the only Arabic course offered that semester (Arabic 1A), finished with 41 students. The same semester, Portuguese 1A, the only Portuguese course offered last semester, finished with 39 students. The issue appears to be related with the second semester course, 1B. So the department is no offering Portuguese and Arabic 1B at this moment. In order to offer the second semester elementary level, it is necessary to have more than one 1A class to guarantee a higher enrolment in the 1B classes.

Instructors provide evaluations as part of their instruction so that students have some idea about the progress of their learning. Instructors are assessing student work in relation to the course objectives, but no formal assessment that documents student learning yet exists. In terms of demonstrating student learning outcomes outside of individual classes, the department is now in the process measuring and documenting student learning.

As one can see in these charts, the Department of Modern Languages is a diverse program.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ARABIC: FALL TERM DEMOGRAPHICS | | | | | | | | |  |
| ETHNICITY BY DEPARTMENT (UNDUPLICATED COUNT) | | | | | | | | |  |
| DEPT | ETHNICITY | 2005-06 |  | 2006-07 |  | 2007-08 | | 2008-09 |  |
|  |  | # | % | # | % | # | % | # | % |
| ARAB | ASIAN | 0 |  | 0 |  | 5 | 16.1% | 2 | 4.8% |
|  | AFRICAN AMERICAN | 0 |  | 0 |  | 7 | 22.6% | 8 | 19.0% |
|  | FILIPINO | 0 |  | 0 |  | 0 | 0.0% | 1 | 2.4% |
|  | HISPANIC/LATINO | 0 |  | 0 |  | 5 | 16.1% | 4 | 9.5% |
|  | NATIVE AMERICAN | 0 |  | 0 |  | 0 | 0.0% | 1 | 2.4% |
|  | OTHER NON WHITE | 0 |  | 0 |  | 2 | 6.5% | 2 | 4.8% |
|  | WHITE NON HISPANIC | 0 |  | 0 |  | 8 | 25.8% | 16 | 38.1% |
|  | UNKNOWN | 0 |  | 0 |  | 4 | 12.9% | 8 | 19.0% |
|  | TOTAL | 0 |  | 0 |  | 31 |  | 42 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SPANISH: FALL TERM DEMOGRAPHICS | | | | | | | | |  |
| ETHNICITY BY DEPARTMENT (UNDUPLICATED COUNT) | | | | | | | | |  |
| DEPT | ETHNICITY | 2005-06 |  | 2006-07 |  | 2007-08 | | 2008-09 |  |
|  |  | # | % | # | % | # | % | # | % |
| SPAN | ASIAN | 22 | 6.0% | 34 | 6.8% | 50 | 8.5% | 40 | 7.5% |
|  | AFRICAN AMERICAN | 56 | 15.2% | 92 | 18.4% | 85 | 14.5% | 87 | 16.4% |
|  | FILIPINO | 1 | 0.3% | 10 | 2.0% | 12 | 2.0% | 5 | 0.9% |
|  | HISPANIC/LATINO | 66 | 17.9% | 51 | 10.2% | 117 | 20.0% | 68 | 12.8% |
|  | NATIVE AMERICAN | 0 | 0.0% | 2 | 0.4% | 5 | 0.9% | 6 | 1.1% |
|  | OTHER NON WHITE | 11 | 3.0% | 11 | 2.2% | 12 | 2.0% | 14 | 2.6% |
|  | WHITE NON HISPANIC | 156 | 42.3% | 223 | 44.7% | 228 | 38.9% | 225 | 42.3% |
|  | UNKNOWN | 57 | 15.4% | 76 | 15.2% | 77 | 13.1% | 87 | 16.4% |
|  | Total | 369 |  | 499 |  | 586 |  | 532 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FRENCH: FALL TERM DEMOGRAPHICS | | | | | | | | |  |
| ETHNICITY BY DEPARTMENT (UNDUPLICATED COUNT) | | | | | | | | |  |
| DEPT | ETHNICITY | 2005-06 |  | 2006-07 |  | 2007-08 | | 2008-09 |  |
|  |  | # | % | # | % | # | % | # | % |
| FREN | ASIAN | 6 | 9.2% | 4 | 6.2% | 9 | 14.3% | 2 | 2.9% |
|  | AFRICAN AMERICAN | 9 | 13.8% | 9 | 13.8% | 3 | 4.8% | 4 | 5.8% |
|  | FILIPINO | 2 | 3.1% | 1 | 1.5% | 1 | 1.6% | 1 | 1.4% |
|  | HISPANIC/LATINO | 9 | 13.8% | 10 | 15.4% | 15 | 23.8% | 19 | 27.5% |
|  | OTHER NON WHITE | 2 | 3.1% | 6 | 9.2% | 4 | 6.3% | 5 | 7.2% |
|  | WHITE NON HISPANIC | 22 | 33.8% | 26 | 40.0% | 22 | 34.9% | 29 | 42.0% |
|  | UNKNOWN | 15 | 23.1% | 9 | 13.8% | 9 | 14.3% | 9 | 13.0% |
|  | Total | 65 |  | 65 |  | 63 |  | 69 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BERKELEY CITY COLLEGE: FALL TERM DEMOGRAPHICS | | | | | | | | |  |
| ETHNICITY BY DEPARTMENT (UNDUPLICATED COUNT) | | | | | | | | |  |
| DEPT | ETHNICITY | 2005-06 |  | 2006-07 |  | 2007-08 | | 2008-09 |  |
|  |  | # | % | # | % | # | % | # | % |
| PORT | ASIAN | 0 |  | 0 |  | 0 |  | 4 | 9.3% |
|  | AFRICAN AMERICAN | 0 |  | 0 |  | 0 |  | 6 | 14.0% |
|  | HISPANIC/LATINO | 0 |  | 0 |  | 0 |  | 14 | 32.6% |
|  | OTHER NON WHITE | 0 |  | 0 |  | 0 |  | 1 | 2.3% |
|  | WHITE NON HISPANIC | 0 |  | 0 |  | 0 |  | 11 | 25.6% |
|  | UNKNOWN | 0 |  | 0 |  | 0 |  | 7 | 16.3% |
|  | Total | 0 |  | 0 |  | 0 |  | 43 |  |

* What are the key needs of students that affect their learning?  What services are needed for these students to improve their learning?  Describe the department’s efforts to access these services. What are your department’s instructional support needs?

Current staffing is adequate for our course offerings. However the department is in urgent need of a language lab plus an expert to develop and apply new software.

When one decides to use a tool related to instructional technology in foreign language programs, it is important to carefully examine why we want to implement this technology and to clearly identify what goal we are trying to achieve. Furthermore, it is important to pay carefully attention to the feedback students offer us. As Hart says:

“In the same way that good classroom teaching uses a variety of techniques to maintain interest and to cater for different student approaches to learning, so too does a good online teaching space require a variety of approaches. A classroom teacher develops teaching strategies both through training and experience. The development of online teaching spaces comes through a knowledge of what the technology can do and experience in how students and teachers react most positively to the technology.” (Hart, Graeme, "Creating an online teaching space". Australian Journal of Educational Technology, 1996, 12(2), 79-93.)

In order to be successful and make a good use of these technologies, the Department of Modern Languages at BCC needs a foreign language lab and online lab coordinator. This person has to be an expert in second language accusation and instructional technology. Programs like the BLC (Berkeley Language Center) at UC Berkeley could be a model for this new lab. The department has already designed a mobile and physical language lab. The room allocated for this lab is room 212. Software for the mobile lab has already been purchased. The software system is Auralog’s TELL ME MORE® (Spanish) language training system. The TELL ME MORE® system includes:

* Easy-to-comprehend content created by expert instructional designers
* 2,000+ hours of dynamic content per language
* Specialized oral communication content
* Supplemental Business and Culture specific content
* Reading, Writing, Speaking, and Listening Workshops
* 37 different types of learning activities/interactions
* Speech Recognition with playback and achievement scale
* Spoken Error Tracking System (SETS®) technology automatically detects and corrects your pronunciation errors
* Professional voice-overs, videos, 3-D animations, and real-world graphics
* 10,000 vocabulary words classified by lexical group
* Anytime, anywhere accessibility

This language support system will be installed in the mobile lab. More languages can be purchased in the future with the development of more languages classes.

The lab multipurpose language center will work also as a language lab (with open hours), a tutoring center and a classroom, with round tables and laptops connected to the network wireless. This structure will allow having multiple uses and lowing dramatically the price and recourses needed for the lab. Since complementary material for workbooks such us videos and audios are offered today in digital form, the laptops can be use as VCR and audio player and recorders. This dramatically reduces the cost and makes a better use of space. Even though the cost in technology had been drastically reduced since there is no need for audio and video equipment, special furniture and extra space to accommodate all this technology is critical that the college understand that a coordinator for the lab is needed. This person can work as a trainer, developer and manager of the lab. This is a specialize position that cannot be replace by an IT programmer.

Presently tutoring is available for students who need it in the tutoring center.

* Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

The department is in the process of assessing SLOs to determine whether students within the department are meeting general student learning outcomes. In addition to adopting institutional SLOs, the Department has completed course level SLOs 100% of its courses, and is in the process of assessing the accomplishment of those outcomes.

The first SLO/Assessment cycle begins with the development of SLO’s.  Then the department involved in the SLO’s develops an assessment plan, with the help of the SLOA Coordinator and College Researcher.  The purpose of this plan is to assess how effective the course or program is in ensuring that students are successful in attaining the SLO’s.  The participants (for example, the course instructors or members of the department) analyze the assessment findings and determine which changes to the course, teaching methodologies, or assessment tools would be most effective in helping students attain these goals.  Then their recommendations -- which, in addition to curricular changes, might include the development of additional courses; support for the courses, including tutoring; changes to course outlines; or other changes requiring administrative support -- are included in college planning, including the development of unit plans.  Finally, the participants use their findings to modify SLOs and begin the process again.  At BCC, this assessment cycle should take no more than three years in all courses and programs.

* Recommendations and priorities.

Furthermore, the committee recommends:

* Continue planned efforts to make sure the Tutoring Center has adequate amount of tutoring hours for students.
* Continue planned efforts to make sure program courses are not overlapped in schedule and to increase number of online and hybrid courses to support working professional students.
* Develop a plan, including budget, for the regular updating of software and hardware used in the Language Lab.
* The development of a Medical Interpreter-Spanish Certificate Program, please see page 23
* Expansion on strategic and heritage languages include strategic languages like Arabic, Persian (AKA Farsi, political distinction), Korean, Mandarin and heritage languages like Portuguese.

**FEASIBILITY STUDY AND CURRICULUM FOR A SPANISH MEDICAL INTERPRETER CERTIFICATE AT BERKELEY CITY COLLEGE**

PROPOSED BY DR. GABRIELA PISANO

JUNE, 2009

**Medical Interpreter-Spanish Certificate Program Need**

**DIAGNOSIS OF STATUS QUO:**

According to the U.S. Census Data, the Latino/Hispanic population, already the nation’s largest minority group will triple in size from 2005 through 2050. Latinos/Hispanics will make up 29% of the U.S. population compared to 14% in 2005. Births in the U.S. will play a growing role in Latino/Hispanic growth (see Appendix A). The Bay Area is composed of very diverse ethnic and language communities, among them is Alameda County. The population of individuals who do not speak English, well or not at all, has grown and is expected to continue growing. Presently, that group accounts for 34% of the Latino/Hispanic population (see Appendix A, U.S. Census 2000 Summary File 3).

Alameda County Latino/Hispanic Population is 312,752. Latinos/Hispanics as percent of county population is 21% (see Appendix A, PEW Hispanic Center Data). This is a significant percentage of the population that is potentially disenfranchised of access to medical services due to language barriers. According to The California Endowment the lack of interpreters implies language, cultural, and literacy barriers (see Appendix A, California Endowment, A Summary of Recommendations).

This Limited English Proficiency (LEP) population needs and will need medical, behavioral health services, and social services. These individuals cannot adequately receive health services without providers who speak their language. There are not enough bilingual providers to meet the demand (see Appendix A, Language Access Needs in Alameda County, The California Endowment). The next best way to provide linguistically competent healthcare personnel is to have trained medical interpreters. This situation has been addressed as a requirement for Healthcare Systems and Health Plans in California by SB 853 to provide interpretation services for all their members who do not speak English beginning on January 1, 2009 (see Appendix A, SB 853).

**ORGANIZATIONAL VIEW:**

Several health organizations have indicated the need to improve communication with non-English speaking patients. They have pointed out the need to utilize trained medical interpreters who can facilitate both the language and cultural needs of these patients. "Accurate communication is essential for all stages of medical care. Professional associations and accrediting bodies are beginning to discuss revising accreditation standards to reflect the communication skills needed to care for patients from diverse cultural backgrounds in a variety of health care settings." (American Medical Association Cultural Competence Compendium, 1999, pages 89-90).

The California Health Interpreters Association (CHIA), an organization dedicated to, healthcare interpreters and providers working together to overcome linguistic and cultural barriers to high-quality care, acknowledges that the need for interpreters that are professionally trained is especially acute. Healthcare facilities and providers often permit untrained or “ad hoc” interpreters – typically family members, friends, or bilingual staff – to fill the interpreting role. While this can be helpful in situations where no other services are available, the situation is often problematic. Pressing a family member or friend into such a role often compromises the outcome. Strong evidence suggests that ad hoc interpreters, though proficient in language, are often not adequately skilled to convey sufficient content and meaning to avoid misunderstandings and errors. Also, the transaction can be distorted through the prism of cultural and family dynamics. For children, the experience of conveying sensitive information can be awkward, even traumatic.

In addition, CHIA also recognizes the hazards of using bilingual staff – whose chief duties at the facility may be non-medical – are the same as with the less formal arrangements. The lack of training and proficiency in the required skills can lead to distorted communication, misdiagnoses, poor comprehension of prescribed treatment or discharge instructions, and poor health outcomes.

Data consistently shows that linguistic, racial, and/or ethnic minorities experience higher rates of morbidity and mortality from chronic disease. Because accurate communication is a vital component in the delivery and receipt of effective health care, the availability of culturally and linguistically competent care is increasingly recognized as a prerequisite to quality health care and the reduction of health disparities. The use of trained medical interpreters improves access to health care, the quality of that care, and patient health outcomes (see Appendix B, Addressing Language and Culture in Providing Health Care).

The following studies indicate the impact on Spanish speakers when they do not have trained interpreters. Examples of this need are included in a recent report by the Institute of Medicine (a national organization); they have an extensive review of the research, strongly concluding that a need for trained interpreters exists (Smedley, Stith, & Nelson, 2002).

A survey commissioned by the Robert Wood Johnson Foundation in 2001 found that one-fifth of Spanish-speaking Latinos living in communities with fast growing Latino populations report not seeking medical treatment due to language barriers (Wirthlin Worldwide, 2001). The survey found both patients and providers agree that language barriers significantly compromise healthcare quality. Patients said language barriers made it much harder to explain symptoms, ask questions, and follow through with filling prescriptions, and caused them to doubt their physician’s understanding of their medical needs. Ninety-four percent of providers said communication is a top priority in delivering quality care, identifying language barriers as a major challenge to delivering that care. Seventy three percent of providers said the aspect of care most compromised by language barriers is a patient's understanding of treatment advice and of their disease, 72 % said that barriers can increase the risk of complications when the provider is unaware of other treatments, and 71% percent said barriers make it harder for patients to explain their symptoms and concerns.

The same study found that 51% of providers surveyed enlisted interpreting

help from staff who speak Spanish, including clerical and maintenance staff. Another 29 % of providers said they rely on family members or friends of the patient to interpret. Patients said these practices often leave them feeling embarrassed, that their privacy has been compromised, and that information has been omitted. These concerns cause patients not to talk about personal issues when interpreters are present. Only 1% of providers actually used trained interpreters.

A 1996 study conducted in an emergency department in Los Angeles found 87% of Spanish-speaking patients with limited English who saw providers with limited Spanish were not given an interpreter whey they felt one should have been used (Baker, Parker, Williams, Coates, & Pitken, 1996). A 1997 survey of 495 primary care physicians in the San Francisco Bay Area showed 21% of visits were with non-English-speaking (NES) patients and that trained interpreters were used in only 6% of the encounters (Hornberger, Itakura, & Wilson, 1997). The other 94% of NES patients were “interpreted” by bilingual providers (27% of the time), untrained staff members (20%) and family members (36%), with no interpreter present in the remainder (11%).

Communication between service providers and migrants in healthcare settings is

often highly inadequate. As studies show, there is a severe lack of trained

interpreters for such settings. Foreign-language patients are often accompanied by lay interpreters who are not trained as interpreters and are often not able to

guarantee adequate communication. This situation is potentially quite frustrating and demotivating for both service providers and patients. It also carries a high risk of providing inadequate service and thus increasing costs. Interpreting in social service settings (also referred to as “community interpreting”) has long been neglected, both in interpreter training and interpretation research. So far, few training opportunities have been available specifically for medical interpreting.

Many Limited English Proficient (LEP) individuals are afraid of going to the doctor. The interpreters that the clinics and healthcare systems provide are many times not fluent in the patient’s language. Patient’s feel embarrassed, grateful for the help and rarely complain. Working with untrained and unscreened bilinguals presents a great risk for omissions, misinterpreting, and miscommunication. Unclear and incomplete communication frequently results in more expensive tests.

Misdiagnosis and miscommunication regarding medical treatment have lead to costly lawsuits. Courts in various states have ruled in favor of plaintiffs who were unable to understand what a health care provider was trying to communicate to them, and have ruled that it is the health care organization’s responsibility to overcome a language barrier. Many providers and healthcare organizations want to train and prepare their bilingual staff that interpret.

**REGULATIONS MANDATING THE USE OF TRAINED MEDICAL INTERPRETERS:**

The State of California has mandated, SB 853, trained medical interpreters to address the above stated disparities in access to medical care by LEP patients. In addition, there are Federal Guidelines to this effect. Title VI of the U.S. Civil Rights Act (1964) (see Appendix C) states:

Title VI prohibits a recipient of funds from the U.S. Department of Health and Human Services (HHS) from engaging in policies or practices that have the effect of discriminating against individuals on the basis of national origin, including polices or practices that preclude or inhibit equal access to a recipient’s programs and activities for patients of limited English proficiency.

The Office for Civil Rights (OCR) issued a policy guidance for Title VI compliance in 2004 that states LEP persons must be notified of the availability of free interpreting services, and the services must not require friends or family to provide interpretation. Interpreters must be competent in medical terminology and understand issues of confidentiality and impartiality.

Regulations also include the right of LEP patients for effective communication and to receive information in a manner he or she understands (see Appendix C, Joint Commission Standards, 2009).

Seeing the importance of trained medical interpreters the Department of Health and Human Services also has developed guidelines for Limited English Proficient Patients (LEP). It has released a guidance document instructing physicians to provide and pay for language interpreters in their office (68 FR 47311). Relying on a 1974 case (Lau v. Nichols, 414 US 563) which held that Title VI of the Civil Rights Act of 1964 prohibits conduct that has a disproportionate effect on Limited English Proficiency (LEP) people, including failure to provide appropriate interpreters to patients, HHS developed four factors that providers must weigh in determining an appropriate response to LEP patients. The American Medical Association web page--www.ama-assn.org/ama/pub/physician-resources/legal-topics/regulatory-compliance-topics/hhs-guidelines-lep-patients

In addition to the above guidelines and regulations the State of California has stipulated the following:

California Law Requirements Addressing Language and Cultural Needs in Health Care:

* 22 California Code of Regulations § 9821(c)
* California Welfare and Institutions Code §§ 5804, 5868
* 22 California Code of Regulations §73501
* California Welfare and Institutions §14552(e)
* 22 California Code of Regulations §54401
* California Health and Safety Code §1259
* California Government Code 11513(d)
* California Welfare and Institutions Code § 7290 et seq.
* 9 California Code of Regulations § 862, 22 California Code of
* Regulations §§ 70577, 71507, 72453, 73399, 77099 and 79313
* 22 California Code of Regulations §§ 79111, 79113
* California Welfare and Institution Code §4503
* California Health and Safety Code §1599.74
* California Health and Safety Code §124300
* 16 California Code of Regulations §1003
* 22 California Code of Regulations §79799

As of January 1, 2009 the California State Senate passed SB 853 which stipulates that every Health Maintenance Organization in California must provide free interpreting services for LEP members. As of this date all of California’s DMHC licensed, full-service health plans, as well as specialized plans (such as vision or dental plans), will be required to develop and implement language assistance programs. Health care service plans will design their programs based upon their members’ needs. Additionally, the plan must outline its methods providing interpretation services, including:

• List of non-English languages likely to be encountered among enrollees

• Provision of timely interpretation services to all LEP persons at all points of contact

• Range of interpretive services provided

• Processes for providing timely language assistance for LEP enrollees at contracting and non-contracting hospitals, facilities and providers offices

• Intended acquisition of interpreter resources including: hiring staff interpreters, contracting outside interpreters, volunteer interpreters, contracting telephone language interpretation services, etc.

• Standards for ensuring proficiency of interpretive services including documented and demonstrated proficiency in both source and target languages (see Appendix A, Language Assistance Programs: A Guide to Understanding California Senate Bill 853: A DrTango White Paper by Dr. Dirk Schroeder).

**BERKELEY CITY COLLEGE MEDICAL INTERPRETER PROGRAM**

**Berkeley City College Medical Interpreter Program in Reference to the Peralta Community College District mission and strategic goals.**

This interpreter certificate program will advance student access to a program that will provide employment opportunities, provide successful outcomes in skill acquisition for students, and afford equitable opportunities for those students wishing to use their language skills in the service of those who most need it.

It will likewise engage the community in attracting Latino individuals to access a college program that will benefit them and their community. It will likewise engage partners such as local hospitals and HMOs. It may lead to a program of distinction, very much needed in Alameda County, which meets a well recognized need in the medical and healthcare services field. It will create a culture of innovation and collaboration as it provides an unmet need with collaboration with community and partners. It will develop resources to advance and sustain the PCCD’s Mission. Lastly, the goal of this project is consistent with the goals of PCCD in having vocational programs that prepare students to find jobs that provide a reasonable living wage. This is a needed innovative project since the preliminary research has identified the need for medical interpreters and there is no such training program in the East Bay.

**Employment opportunities for trained medical interpreters.**

Berkeley City College has traditionally offered vocational programs that enhance the livelihood of community members. Developing a program that will provide a reasonable living wage is one of the considerations in proposing the Spanish Medical Interpreter Program. Based on data from the Bureau of Labor Statistics from 2008, 36, 610 interpreters were hired with a mean hourly wage of $20.74. General Medical and Surgical Hospitals hired 2,990 trained interpreters.

Presently in California, trained medical interpreters can expect to earn an average of between $20-$30 an hour depending on experience and academic preparation (see Appendix D, California Healthcare Interpreters Association Survey of Salaries and Benefits for Healthcare Interpreters in California).

In order to determine the support and employment opportunities for a program of this nature at Berkeley City College this researcher has done a survey of the field. Ten healthcare organizations were surveyed with a questionnaire and six vendors (see Appendix D, Medical Interpreter Need Questionnaire). Questionnaires were sent first by regular mail, followed up by email and phone calls. It took three months with all these methods to receive a 50% response.

The inquiry of the field included two questionnaires, one for hospitals/clinics, and a second one for language service providers (vendors). Information requested of the first group was: Spanish-speaking patients served, interpreter positions institutionalized, projected need to meet demand, percentage of contracted vendor interpreters, and whether these healthcare institutions were open to partner with Berkeley City College on a program of this nature. For the second group information requested included: number of medical interpreters employed by their agency, vacant positions, and projected hiring.

Bay Area hospital and clinics surveyed included: San Mateo Medical Center, Kaiser Permanente Southern Alameda County Clinics, Napa County Health and Human Services Agency, John Muir/Mt. Diablo Health System, Kaiser Permanente Health Plan, Sutter Health, Kaiser Permanente/Washington East, St. Rose Hospital, and Levine Hospital (see Appendix D, Medical Centers in the Bay Area).

Providers of language services surveyed included: Language Line, CyraCom, International Effectiveness Center, California Translation International, JH Express Interpreting, and MEJ Manhattan Medical Interpreters.

The feedback on the hospital and clinics indicated that they serve a range of 20-75% Spanish-speaking patients, that they have a gap between the in-house interpreter positions and their need for Spanish medical interpreters. This projected need doubles up in most cases. In general, the medical interpreting provided by vendors is between 50-100%, except for Kaiser Permanente, who is covering their need primarily by staff positions. In general, they anticipate hiring between 16-30 medical interpreters within the next five years. They all expressed an interest in partnering with Berkeley City College.

The feedback on language services vendors indicated that the majority employs 100% of their Spanish Medical Interpreters, and two said between 25-50%. They presently employ between 16 and over 31 interpreters, with one response of five. The project hiring is between 15-31 individuals within the next five years. They all expressed an interest in partnering with Berkeley City College. (see Appendix D for copies of responses).

Employment for healthcare interpreters can be broken down into broad categories, with variations in each for part time and full-time work, type and size of institution, and geography. Categories include:

* On-staff institutional healthcare interpreters *–* Salaried interpreters employed by a specific medical institution, such as a hospital or clinic, who primarily work on-site.
* Interpretation and translation agency contractors *—* On-call subcontractors deployed by an agency that may contract with various healthcare facilities.
* Private contractors *–* Self-employed interpreters who contract directly with healthcare facilities.
* Bilingual medical staff used as interpreters in healthcare institution *–* Trained medical staff who are bilingual and pressed into service as interpreters. May or may not have training as an interpreter.

**SPANISH MEDICAL INTERPRETER** **CERTIFICATE CURRICULUM**

**PRELIMINARY DRAFT**

Berkeley City College aims to train bilingual/bicultural individuals to become medical interpreters. The program will provide successful outcomes in skill acquisition for students, and afford equitable employment opportunities for those students wishing to use their language skills in the service of monolingual individuals. It will likewise engage the community in attracting Latino individuals to access a college program that will benefit them and their community. A curriculum for this kind of training course will help to improve the quality of the training situation and – in the long term – the quality of interpreting services.

Program requirements include: Proficiency and fluency in written and oral Spanish and English, successful completion of language assessment tests that includes an evaluation of both languages.

Pre-requisites: Spanish 2B, English 1A, Medical Terminology (or equivalent) in English and Spanish.

**Proposed Certificate Curriculum:**

Medical Interpreting 1 3 units

Medical Interpreting 2 3 units

Spanish 11(Medical Spanish) 3 units

Cultural Brokerage 3 units

Boundaries and Ethics 3 units

Internship 1 3 units

Internship 2 3 units

Internship 3 3 units

Total 24 units

**The curriculum will aim to provide students with:**

* Language and cultural competency to fulfill the role of a Spanish Medical Interpreter.
* An introduction to the theory, concepts, and skills associated with health care interpreting.
* An appreciation for the complexities of the roles and responsibilities of interpreters in the health care setting and the skills required to carry out those functions.
* An introduction to California standards for health care interpreters which includes ethical principles, protocols, and guidance on intervention for the health care interpreter.
* Opportunities to apply concepts and theory through simulated interpreting sessions and scenarios on challenging situations.
* Opportunities to learn medical terminology, specifically anatomy and physiology and HIV/AIDS terminology.
* Opportunities to practice through internships at local healthcare systems.

The proposed curriculum will combine a variety of teaching methods including lectures, videos, large group discussions, small group activities, role-plays, research and homework and on-site internships.

**Overall Proposed Certificate Curriculum Objectives:**  
At the end of this program, students will be able to:

* Identify barriers to understanding that can occur between English-speaking clinical providers and Spanish-speaking patients and approaches to overcoming those barriers.
* Identify the specific roles of the interpreter and the appropriate use of each role.
* Demonstrate general knowledge of anatomy, physiology, pathology and basic concepts of biomedicine.
* Define key medical terminology related to body systems and medical specialties in English and Spanish.
* Demonstrate a general understanding of organizational policies, procedures and protocols related to expectations of medical interpreters in healthcare systems.
* Demonstrate an understanding of the Interpreter Code of Ethics, and the Standards of Practice identified in the *California Standards for Healthcare Interpreters: Ethical Principles, Protocols, and Guidance on Roles & Intervention*.

**Adherence to the California Standards for Healthcare Interpreters.**

Each of the following ethical principles is to be considered in the context of the

health and well-being of the patient*.*

1. Confidentiality

Interpreters treat all information learned during the interpreting as confidential.

2. Impartiality

Interpreters are aware of the need to identify any potential or actual conflicts of interest, as well as any personal judgments, values, beliefs or opinions that may lead to preferential behavior or bias affecting the quality and accuracy of the interpreting performance.

3. Respect for individuals and their communities

Interpreters strive to support mutually respectful relationships between all three parties in the interaction (patient, provider and interpreter), while supporting the health and well being of the patient as the highest priority of all healthcare professionals.

4. Professionalism and integrity

Interpreters conduct themselves in a manner consistent with the professional standards and ethical principles of the healthcare interpreting profession.

5. Accuracy and completeness

Interpreters transmit the content, *spirit*and cultural context of the

original message into the target language, making it possible for patient

and provider to communicate effectively.

6. Cultural responsiveness

Interpreters seek to understand how diversity and cultural similarities and differences have a fundamental impact on the healthcare encounter.

Interpreters play a critical role in identifying cultural issues and considering how and when to move to a cultural clarifierrole. Developing cultural sensitivityand cultural responsivenessis a life-long process that begins with an introspective look at oneself.

**Recommendations for implementation of the Spanish Medical Interpreter Certificate Program at Berkeley City College.**

1. Approval of curriculum by Berkeley City College Curriculum Committee
2. Identification of funds to hire faculty
3. Identify and select appropriate training staff.
4. Identify and secure internship sites for students.
5. Schedule of offerings

**Point of clarification:**

The following course outline will have to be reviewed by an advisory committee, represented by the provider community, to give feedback on possible changes.