Sabbatical Leave Application Checklist
Submit one hardcopy to Provost Office

The SaLe Committee will not consider incomplete applications

Cover Sheet -- *Includes the following:*

- [✔] Dates of Proposed Sabbatical
- [✔] Applicant's Signature
- [✔] Years of Service/Eligibility Points
- [✔] Dept. Chair's Signature
- [✔] Dean's Signature

- [✔] **Curriculum Vitae** -- *Must not be longer than 8 pages.*

Narrative -- *Describe the proposed project using the areas indicated in the application form:*

> PLEASE NOTE: Your proposal should be written in clear, correct English that is understandable to an educated layperson.

- [✔] Clear, concise statement of objectives (approx. 300-400 words)
- [✔] Detailed description of project (approx. 1,500 words)
- [✔] Relationship of project to current work assignment (approx. 400-500 words)
- [✔] Projected timeline for the project (approx. 100-200 words)
- [✔] Tangible product or results of the project (approx. 200-300 words)
- [✔] Expected benefits of the project to discipline and University (approx. 200 words)
- [✔] Likelihood of completion of project (approx. 200 words)
- [✔] Description of meritorious service (approx. 600-800 words)

- [ ] **Budget** -- *Where appropriate, to detail expenses for equipment, student support, etc.*

- [✔] **Letters of support** -- *Where appropriate, to affirm the significance and feasibility of the project.*

> For example, letters might be appropriate
> - To document the value and nature of a collaboration or of a location, the availability of resources, or the feasibility of the project;
> - To document access to a restricted archive or library or the importance of the work to be undertaken.

- [ ] Final report(s) of any previous sabbatical leave(s) has/have been filed

- [ ] **All Required Signatures**

Please see the Sabbatical Leave Policy and form on the Provost's website for further description. For any questions, please contact the Chair of the SaLe Committee.

WCU

WEST CHESTER
UNIVERSITY

West Chester University of Pennsylvania
APPLICATION FOR SABBATICAL LEAVE
Submit one hardcopy to Provost Office

María J. Cabrera-Puche _____ | Languages and Cultures _____ | 03/08/2016 _____
Name | Department | Date

1. Sabbatical Request (Select one): ☐ 1 year at ½ salary   ✔ 1 semester at full salary

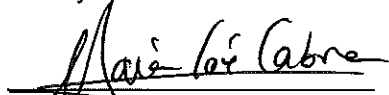Sabbatical to begin   January 2017 _____   and end   May 2017 _____

Eligibility. The general rule of thumb is that you need 7 years of full-time service as a regular (permanent) faculty member for each sabbatical, but, you do not need to wait 7 years between sabbaticals. You cannot, however, apply any earlier than four semesters following the semester in which a previous sabbatical has been taken. To help ensure that you have enough years of service to qualify for a sabbatical, answer the following questions:

- Year you began as a full-time regular (permanent) faculty member in the PaSSHE (Note:policy requires that you have at least five consecutive years of service at WCU) 2007 _____

  - Give yourself one (1) seniority point for each semester of service   18 (in S16) _____

  - Subtract 14 points for the most recent sabbatical you have taken (skip this step if you have never had a sabbatical)   never had

  - Divide the remaining number of seniority points by two (2) to convert semesters to years. 9_____ The result must be at least 7 (years) in order to qualify for the minimum number (5) of years of service points (see p. 4 of the Sabbatical Leave Policies and Procedures).

(Also note: You do not have to wait until you have completed 7 years of service to apply; you do, however, need to make sure that you will have completed 7 years of service before you take the sabbatical. Because applications must be submitted at least two semesters (spring leave) or three (fall leave) semesters in advance, you can count those semesters as part of your required years of service).

Proposal Submission. The Faculty member is responsible for ensuring that Chairperson's and Dean's comments and signatures are forwarded on time, and that the completed proposal (hardcopy) is delivered to the Provost's Office by the published deadline. Incomplete applications or applications received after the published deadlines will not be reviewed by the SaLe Committee.

I certify that the information I have presented is accurate and contains no omission of fact.

_____ _____   03/08/2016.-
Applicant's signature | Date

2. Clear, concise statement of objectives (approx. 300-400 words):

I co-authored the first edition of Tu mundo: español sin fronteras (McGraw-Hill 2014), an elementary Spanish language textbook. During the sabbatical leave (Spring 2017), I intend to work on several ancillary materials to accompany the second edition, already in progress, and expected to be published in 2018 (see attached letter from McGraw-Hill). Primarily, we want to be sure that the program fully addresses the new American Council on the Teaching of Foreign Languages' (ACTFL, henceforth) World-Readiness Standards for Learning Languages and Can-do statements. By Spring 2017, my co-authors and I will have finished updating the second edition of the textbook, and we should have completed or almost completed revisions of the Workbook/Lab Manual. Therefore, in Spring 2017, during the time I am requesting to have a sabbatical leave, I will be working on:

1. Instructor's Resource Kit (IRK). This involves two main tasks: updating the first-edition content and creating new materials. I will need to match the content of the IRK that accompanied the first edition of Tu mundo to the second edition changes (we are rearranging several aspects in the scope and sequence of first half of the textbook). Several reading and listening excerpts will be added to each chapter, along with newly-created accompanying comprehension activities.

2. Power point presentations. I will update the Power point presentations that I created in the first edition of the textbook, to mirror the new scope and sequence of the second edition.

3. Test Bank. I will work with one of my co-authors, Dr. Magdalena Andrade, to create the test bank for the second edition of Tu mundo. We are currently creating a sample set of tests for chapter 3 (our model chapter) to be passed along to current and prospective users of the textbook and receive feedback about the format of the test bank. Once we receive their feedback, we will divide the test bank endeavor equally (see attached letter from Dr. Magdalena Andrade).

4. Road map. As we complete the different components of the program, I will be creating a road map of all components of the program and the main content areas that can be found in each component. This will aid professors in their navigation through the Tu mundo Spanish program.

3. Detailed description of project (approx. 1,500 words):

Tu mundo: español sin fronteras is an original contribution to Spanish language learning tools because it incorporates an already proven methodology with the newest trends in second language teaching and learning. Specifically, Tu mundo is based on the very much respected Natural Approach methodology (proposed by Tracy Terrell), while it also incorporates the latest and most current proficiency-oriented trends. It is important to note that Dr. Tracy Terrell (late) and Dr. Stephen Krashen are extremely influential researchers in the Second Language Acquisition field and both of them were former professors of my co-authors. In fact, in the 80s Dr. Tracy Terrell and my three co-authors formed a great authorial team for a different Spanish textbook (Dos mundos), published for over thirty years. Dos mundos has been an extremely influential Spanish textbook in the US and internationally, and very well-known by Spanish professors across the US. Despite the magnificence of Dos mundos, there was a need to incorporate some of the newest methodologies and trends in the field of Second Language Acquisition to this very strong and respected methodology. With that goal in mind, McGraw Hill and my three co-authors understood the need to write a brand new book based on these two aforementioned ingredients while creating new content to match our current students and professors. With that objective, they invited me to participate as their fourth co-author for this brand new Spanish language program (Tu mundo).

During the requested sabbatical semester (Spring 2017), I will be working on developing and updating several ancillary materials to accompany the second edition of the Spanish language program Tu mundo: español sin fronteras, to be published by McGraw-Hill in 2018 (see attached letter from McGraw-Hill). By the start of my sabbatical leave, my co-authors and I will have completed the primary textbook and we should have (almost) finished the accompanying Workbook/Lab Manual.

Some important changes will take place in the second edition of the book, which will affect my work when updating and working on the ancillary materials (listed below). The second edition will have an extra introductory chapter (Intro chapter + 15 chapters) and there will be several changes in the scope and sequence, especially within the first seven chapters. Although I was in charge of two of these ancillary materials (Instructor's Resource Kit and Power point presentations) for the first edition, the changes in the new edition will require a great deal of additional work. The Road map is completely new to the program, so I will need to create it from scratch. In addition, the final component of the ancillary materials, the Test Bank, will undergo significant changes from its format in the first edition and, although I was not responsible for its creation for the first edition, I will co-author this version with Dr. Andrade, who wrote the original Test Bank.

During the requested Sabbatical semester, I will complete the following:

1. Instructor's Resource Kit (IRK). I was also responsible for this component of the program in the first edition of the Tu mundo. The main goal of the IRK is to provide supplemental materials to the main textbook, offering a wide variety of cooperative activities (the IRK that accompanies Tu mundo: español sin fronteras 1st edition is 979 pages long). These extra activities mainly emphasize oral production and cultural proficiency. During the sabbatical leave I will:
    a. Update the content of the IRK that accompanies the first edition of Tu mundo to match the second edition changes (addition of an extra introductory chapter, as well as the changes in the scope and sequence of the first seven chapters). In addition, I will check, edit (when necessary), and update all activities in the IRK, especially the ones that have references to internet sites (URLs).
    b. Create a complete new set of activities to complement the new introductory chapter.
    c. Add activities to the other fifteen chapters of the book, which will mainly address the interpretive mode of communication (in written and aural format) that was not fully developed in the current IRK (for the first edition). Thus, I will incorporate several reading and listening excerpts to all chapters and create the accompanying comprehension activities. Regarding the readings, my goal is to add as many authentic selections (realia) as possible. Each chapter will contain at least two of reading excerpts. This feature entails spending many hours searching for linguistically and thematically appropriate texts published in authentic sources (in newspapers, magazines, and on the web). Once these texts are found, I will design comprehension activities for students. As far as listening is concerned, I intend to write the script for several excerpts per chapter. My intention is to add cultural and current information in the excerpts, so that students will be able to practice listening in Spanish while they learn new cultural material, listen to current events, or be reminded of already-known facts.

2. Power Point presentations (PPTs). I will update the Power Point presentations I created for the first edition of Tu mundo, in order to mirror the new scope and sequence of the second edition and any changes we add to the new edition of the primary textbook. Each chapter will be accompanied by a PPT that will help professors (especially less experienced ones) to design a communicative lesson in a Spanish language class. In order to create effective PPTs, I need to search for an extremely large number of images from the McGraw-Hill library to illustrate each lesson. In the first edition of Tu mundo, I spent almost 400 hours completing the PPT presentations. Each one contains approximately 75 slides. Excerpts of the videos that accompany the program, as well as audio files that accompany some of the readings in the textbook, are inserted within the PPTs of all chapters.

3. Detailed description of project (approx. 1,500 words) continued:

3. Test Bank. This is one of the two ancillary components that will be new to me from an authorial point of view; and the only one I will be co-authoring with Dr. Magdalena Andrade, one of my co-authors in the Tu mundo program (see attached letter from Dr. Magdalena Andrade). For the second edition, we will change the format of the Test Bank in the first edition. Our intention is to create a Test Bank that will provide professors with an ample set of questions linked to different aspects of each chapter. We are still receiving feedback from both current users of the first edition and prospective users about their needs in the Test Bank component. Based on the feedback we have received so far, Dr. Andrade and I are currently preparing a new proposal for the format and content to be included in the new Test Bank.

We intend to create two types of tests for each chapter: one that autocorrects and one that requires fill-in-the bank or writing full answers. Each chapter (which is divided in four main sections) will have a set of questions to assess each section. Each one of these sections will have questions to test vocabulary, grammar, culture, reading, listening, speaking, and reading. Once we receive feedback from current users about our proposal and we discuss this part of the program with our editor, Dr. Andrade and I will work on how to divide equally the work of the Test Bank. However, it is worth mentioning that the modus operandi of our author team is very particular, according to what our editors always tell us: all four of us review the work of everyone else. There is not one piece of the program that has not been reviewed by all four of us. In the case of the Test Bank, although only Dr. Andrade and I will be working on the creation of the bank, all four of us will review everything that is created.

In order to create the new version of the Test Bank, Dr. Andrade and I will need to do the following:
   a. We will create questions and other assessment tools for each one of the different sections in the Test Bank (vocabulary, grammar, culture, reading, listening, writing, speaking,...).
   b. During the creation of the tests, Dr. Andrade and I will search for images or create a visual manuscript to accompany the exam, so that an artist can design the art we need for the exams.
   c. We will also look for authentic readings and listening/video segments to be used in the test, whenever is possible. When not possible, we will create our own readings and aural segments.
   d. We will create an Answer Key for all questions in the Test Bank.

4. Road map. This component, a guide to all aspects of the Tu mundo program, is a brand new asset for the second edition. Since the Tu mundo Spanish program has a wide range of components and ancillary materials that address all components of the ACTFL's World-Readiness Standards for Learning Languages, and the new ACTFL Can-do statements, the creation of this road map will provide a clear overview of the content in each component and its location (printed version of the book, online platform). During the formal meeting to launch the second edition of Tu mundo, the Senior Brand Manager, Katie Crouch, and the authorial team agreed to create this new component and include it in the textbook.

4. Relationship of project to current work assignment (approx. 400-500 words):

The projects I will work on during the requested sabbatical semester not only relate to my work assignment at WCU, they also clearly correlate with the Teacher-Scholar model.

Every semester I teach at least one section of a lower-level Spanish course. In the lower levels, we have been using the first edition of Tu mundo since Fall 2013. This work assignment provides me with an invaluable opportunity to use and test the materials that I co-authored. In class I use the textbook, PPTs, and IRK activities on a daily basis. And, I draw on the Test Bank as a source for the quizzes. Once the second edition is published, I plan to maintain the same work practice. Considering the projects I will undertake during the Sabbatical leave (creating and updating several ancillary materials), it is clear that my current work assignment is clearly linked to the work I will produce.

Also, I serve as the Coordinator of the lower-level Spanish courses. As such, I work directly with professors and students, to facilitate their use of the Tu mundo materials. I offer professors pedagogical guidance when needed, observe their classes and provide input. With the IRK and PPTs, I also suggest ideas for classroom use, which ultimately benefits students. My colleagues all use the IRK and PPTs fairly frequently, which demonstrates the importance of the ancillary materials in their everyday lessons. We also use the Test Bank to create quizzes and our three common departmental exams. On the other hand, as Coordinator, I also get colleagues' (and students') direct feedback about how the different components work for them, how (much) they use and like them, and what else they would like to have in a language lesson. For example, some of my colleagues have suggested to have more listening and reading opportunities in the IRK, which will be addressed in the new edition.

This project certainly demonstrates my scholarly output. The ancillary materials will complement the second edition of Spanish program Tu mundo: español sin fronteras (2018), which I am currently co-authoring. As a scholar whose field of study is Bilingualism and Second Language Acquisition, I consider it a great privilege to have been invited to participate as an author of a textbook intended to aid students in learning/acquiring Spanish as a second language. While working on this program, I put into practice many of the second language acquisition theories and hypotheses accepted in the field. Similarly, I pay close attention to the inclusion of the latest ACTFL proposals (specifically the World-Readiness Standards for Learning Languages and Can-do statements).

As may be seen from the above description, the project I will undertake during Spring 2017 both has a clear relationship with my regular work assignment at WCU (teaching Spanish lower-level classes and coordinating these same courses), and my scholarly interest (in bilingualism and second-language acquisition), thus falling directly into the Teacher-Scholar model

5. Projected timeline for project [if awarded, a detailed timeline will be requested approximately 3 months before sabbatical begins] (approx. 100-200 words):

The different pieces of the project carried out during the sabbatical semester will overlap in time:

Before the sabbatical semester: Co-authorship of the main textbook and the Workbook/Lab manual.

Now until June 2017: Creating the road map of the main components of the Tu mundo program.

January 2017- first week of May: Creating the Instructor's Resource Kit (IRK). Normally it should take me a week per chapter (Intro chapter + 15 chapters), thus 16 weeks. But since I will also be working on the Test Bank starting mid February, I may need two or three extra weeks to complete the sixteen chapters of the IRK.

Mid February-mid June: Creating the Test Bank. This task will be carried out with a co-author, Dr. Magdalena Andrade. Although the final format of the Test Bank is still being discussed, and therefore no work assignments have been established, once we receive feedback about the sample Test Bank, Dr. Andrade and I will divide the tasks equally.

Mid February-End of August: Creating the Power Point presentations (PPTs).

January	February	March	April	May	June	July	August
Instructor's Resource Kit							
	Test bank						
	Power points						
Road map (continuous updates)							

6. Tangible product or results of the project (approx. 200-300 words):

By August 2017, all components of the second edition of Tu mundo: español sin fronteras will be completed, in order to be published by Spring 2018. Therefore, we will be able to use the new edition of the book at WCU in 2018.

The textbook and Workbook/Lab manual will be finished before the sabbatical period starts. However, during the sabbatical leave I will work on several ancillary materials to accompany the second edition of Tu mundo: español sin fronteras (2018): Instructor's Resource Kit (a set of activities to accompany the main textbook to be used in class by professors - the IRK of the first edition was 979 pages long), Power Point presentations for each chapter, Test Bank (which I will co-author with Dr. Magdalena Andrade), and a Road map of all components of the program with their contents.

7. Expected benefits of project to your department/unit, discipline, school/college, and university (approx. 200-300 words):

Aside from the prestige that the publication of the first edition of Tu mundo: español sin fronteras (McGraw Hill) already brought to the Department of Languages and Cultures, to CAS, and to WCU, the publication of a second edition will provide even more prestige. Fortunately, Tu mundo has been extremely well received across the US, becoming the first edition Spanish textbook with the highest selling rates within the McGraw-Hill foreign language team. Besides that, during our launch meeting for the second edition, my co-authors announced me and Katie Crouch, our Senior Brand Manager, that they wanted to have my name placed in the corresponding alphabetical order, making the name of WCU more visible (Andrade, M., Cabrera-Puche, M.J., Egasse, J. and Muñoz, M. (2018). Tu mundo: español sin fronteras. McGraw-Hill Companies: New York, NY).

The benefits of the project go beyond the university, college and department level. The benefits directly influence and positively impact professors and students within and outside WCU. Thanks to the hard work of my co-authors and me, we created a strong and solid Spanish program that helps professors across the US in their every day lessons, and consequently, it also directly affects our/their students. The work I will be developing during the requested Sabbatical leave will aid a wide range of professors: from more experienced professors to less seasoned ones, and to graduate teaching assistants. Ultimately, my work will ease the teaching practice of professors, providing them with extra tools and assuring a better way to provide appropriate linguistic input in the language classrooms.

Tu mundo makes an original contribution to the Spanish language learning tools since it incorporates aspects of very effective language teaching methodologies. This language program is innovative since it targets Communicative and Proficiency oriented goals, and it exemplifies the best practices in both fields.

8. Likelihood of completion of project (approx. 200 words):

The author team will definitely deliver the final product and all its components to the publisher (McGraw-Hill) by the end of the summer 2017, since the publication date for second edition of the Spanish program Tu mundo: español sin fronteras is Spring 2018. Based on previous experience, when we were working on the publication of the first edition, we met absolutely all deadlines religiously. In fact, my co-authors and I have already started working on the main textbook and in a sample Test Bank. According to the Senior Brand Manager of McGraw Hill, Katie Crouch, they have never had a first edition of a language book so well received across the US. So, both the publisher (McGraw Hill) and the author team are really excited about the completion of the project. Although we do not have the contracts for the second edition signed yet, because we discussed the conditions a few weeks ago and they are currently preparing them, we should have them in hand in a few more weeks. However, at least verbally, the publisher and the authors are already committed to the completion of the project. Please, see attached a letter from Katie Crouch, our Senior Brand Manager of McGraw Hill, certifying that they agreed on the publication of the second edition of Tu mundo: español sin fronteras in 2018.

9. Previous sabbatical(s):

Year	Activity
N/A	N/A

10. Previous AWA(s) for scholarly/creative endeavors:

Year	Activity
S11	Presidential grant (AWA) to prepare and submit a NSF, DSL grant.
S11	Grant (CAS Entrepreneurial Initiative)

11. Description of Meritorious Service (approx. 600-800 words):
[Meritorious service is a critical component of a successful application for sabbatical leave. It includes activities that contribute significantly to the applicant's discipline, West Chester University, and the profession at large.]

The following examples are representative, but do not constitute a complete list:

1) Leadership positions:
- Chairing university committees and departments;
- Chairing professional association committees; and
- Chairing committees that organize and plan local, regional, and national conferences.

2) Other significant activities:
- Active participation on campus committees;
- Contributions to academic and professional organizations beyond WCU;
- Development of significant partnerships between the university and the community;
- Retraining or developing new competencies to serve the university beyond the classroom; and
- Specific and continuous service to students and student groups.

(N.B. meritorious service is to be presented by the applicant to the sabbatical-leave committee as a written justification statement by the applicant) (see, Sabbatical Leave Policies and Procedures, section D) click to view

As shown below, I have a very strong and consistent record of service and leadership at different levels within the university (at the department, college, university levels), as well as within the community and in the profession:
I. SERVICE TO THE DEPARTMENT, COLLEGE AND UNIVERSITY
1. Leadership positions:
 • Chair, five search committees: 1) F12-S13: Modern Language Teacher Educator / Supervisor (hired: Dr. Keith Corbitt), 2) F13-S14: TT Faculty Spanish Latin-American Film (hired: Dr. Iliana Pagán-Teitelbaum), 3) F13-S14: Three 11H (hired Dr. Jason Bartles, Dr. Megan Corbin, and one remained open)
 • Coordinator of lower-level Spanish courses since Spring 2008.
 • Assessment Coordinator (from Spring 2011 to the end of Spring 2014, when I went on Maternity leave)
Faculty mentor-advisor: 1) Spanish Club advisor (Fall 2007-Fall 2010) 2) Study Abroad: a) Liason with Study Abroad program in Seville (International University Studies) from F11-S14; b) Faculty mentor accompanying and teaching for six weeks in Mexico, Summer 2008. 3) Student-Research grants. Mentor of research grants/projects: Ashley Terlingo, Hannah Mistovich and Gabriela Andrews. 4) Mentor of students from the OMA (Office of Multicultural Affairs)
 • M.A. Theses (Director: at WCU): 1) The written government communication: a debate on the initiative of Plain Language in Mexico City (166 pages long), defended by Gabriela Andrews in Spring 2010. 2) La situación lingüística en Kennett Square (PA): ¿Un caso de diglosia? (108 pages) defended by Samantha Lee Snow in Summer 2011. 3) Teacher Perspectives and Practices Regarding Written Corrective Feedback: A Case Study defended by April Stromberg Woods in Spring 2013.
 • International PhD. Thesis External member (International Islamic University, Islamabad, in Pakistan): PhD Thesis "Designing Culturally Appropriate English Language Courses in an Islamic Context" written by Mr. Syed Kazim Shah. In progress.
2, Other significant activities:
• Member Department Committees: Assessment (S15-now), Executive (F13-S14), Scholarship and Award (F15-now), TESOL (F07-S13), Ad-hoc Curriculum (F15-S16), Search member (two in 2009 and one in S12).
 • Member of College and University Committees: International Advisory, Linguistics, CPE, CPE Educational technology Ad-hoc, WCU Demonstration and application center and classroom of the future steering committee, Chapter 49.85 (F07-S08).
Faculty mentor-advisor:
Member of MA Thesis/ exit papers: Rosario Currie (S14), Kim Sheeler (S14), Sandra DiLaura, Gloria López-Pesini (F11), Richard Baker (Sum11), Lucía Samblas (F10), Sandi Dinardo (Sum09), Leah Mast (F08).
• Supervisor K-12 Certification/Student teachers (Fall 2012-Spring 2013).
Conference Co-organization: 1) Interfacing Traditional Materials in Culture, Literature and Language with Innovative Technology Delivery Systems and Multiuse Multiport Environments Workshop, April 5th, 2008. 2) Painting exhibition of Hugo Sánchez Bonilla, February 11th-21st, 2008 3) 1st Annual Department of Languages and Cultures Symposium with a grad student, Gabriela Andrews, 4) WCU International Festival (2008-2011), and TALFL 2009.
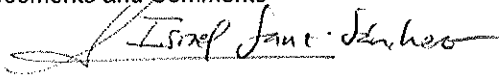II. SERVICE TO THE PROFESSION
• NCATE/CAEP Reviewer (Spring 2014-present)
• Member of Advisory Council of NECTFL (Northeast Conference on the Teaching of Foreign Languages)
• Reviewer of the following peer-reviewed journals: CALICO (Fall 2012-present), Hispania (Fall 2011-present), he International Journal of Technology, Knowledge and Society (Fall 2011-present)
• Reviewer of textbooks of different publishers: McGraw-Hill, Pearson, Vista, Wiley, and Cengage
III. SERVICE TO THE COMMUNITY:Fundrasing: Orphanage 'Casa hogar nacidos para triunfar' in Guadalajara, Mexico.
Volunteer work in schools and non-profit organizations: Volunteer translator (1.East Bradford Elementary School, West Chester,

12. Attach current curriculum vitae, <u>no longer than 8 pages</u>. Attach letters of support (not required, but helpful).

13. Endorsements and Comments

a. _____   _3/2/2016_.
                    Chairperson   Date

N.B. If the applicant is the Department Chair, this form must be signed by the Assistant Chair or, if there is no Assistant Chair, a senior tenured member of the Department.
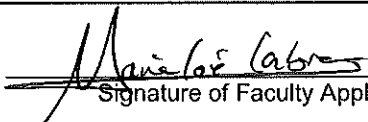
     Please comment below on how the sabbatical relates to the individual faculty member's assignment
     in the department as well as how the sabbatical relates to department goals or long range plans.

This project is highly relevant to both Maria José Cabrera's activities within the Department and to our Department goals and plans. María José has been very active in devising ways to bring together her teaching and her research. The fact that she has designed a variety of Spanish language courses, directed our lower-level Spanish language sequence since her arrival at WCU, and authored a first edition of the textbook that she is proposing to revise into a second edition all confirm her effectiveness as a scholar and her contribution to the Teacher-Scholar model. The proposed sabbatical project also strengthens the visibility and scholarly stature of our Department, thus contributing to our departmental commitment to support high-quality research in language teaching and learning. María's project falls fully within this larger departmental endeavor, and it has my full support as acting chairperson.

b. _____   _3/8/16_
                      Dean   Date

     Please comment below on how this sabbatical relates to the school/college goals or long range plans.

Dr. Maria José Cabrera is an exceptional example of WCU's Teacher-Scholar model in practice. Publication of her textbook was a massive undertaking that had enormous impact, not only at WCU, but in the broader community of language acquisition. This project is perfectly aligned with college and university commitment to teaching and excellence in all that we do.

14. _____   _03/08/2016_
          Signature of Faculty Applicant   Date

15. Signature of SaLe Committee Chairperson (may include committee comments):

_____   _____
Signature of SaLe Chairperson   Date

16. Status of Applicant: ☐ Recommended   ☐ Not Recommended

_____   _____
Signature of President or Designee   Date

17. The above detail is important to allow the SaLe Committee to determine academic purpose and to permit the President to implement his/her rights under CBA Article XIX, A., 11, d.

(All materials submitted herewith shall become part of the applicant's official personnel file under CBA Article XIII.)

N.B. The application MUST be submitted in hardcopy. Please follow the procedures for submission as outlined in the "Overview" tab on the Provost's webpage.

March 7, 2016

Dear Sabbatical Leave Committee Members,

I'm writing this letter on behalf of McGraw-Hill Education to let you know about our recent and upcoming work with Dr. María José Cabrera-Puche. María José is part of the author team that created our Introductory Spanish program, *Tu mundo: Español sin fronteras*, whose first edition was published in 2014 and is on track to publish in its second edition in January 2018.

The *Tu mundo* program is one of the biggest first-edition Intro Spanish launches in our history. The methodology on which this program is based was proven in the market with a loyal user base and excellent results among second language learners. In creating *Tu mundo*, the author team built upon this strong foundation to provide extraordinary pedagogy and a robust digital platform that responds to the unique and evolving needs of today's language instructors and students. Thanks to the success of the first edition, we are now investing in its revision.

Professor Cabrera-Puche's work on the second edition of the book will require a great deal of time for collaborative research, writing, and editing. Her sabbatical request for Spring 2017 is well-timed since it will coincide with her work on the main textbook as well as its print and digital ancillary materials.

The World Languages team at McGraw-Hill Education is extremely pleased to continue working with María José Cabrera-Puche on the second edition of *Tu mundo*. She is an exceptional writer, teacher, and co-author, and the project benefits from her expertise and research interests. She is the newest addition to a formidable

Katie Crouch
Senior Brand Manager
World Languages
McGraw-Hill Education

team that has worked together for many years, and she is a perfect match. She is creative, incredibly smart, and holds a high standard of excellence in everything she does.

We're thrilled to be working with María José and recommend her highly to be granted this leave time.

Best,

Katherine K. Crouch
Senior Brand Manager, World Languages
McGraw-Hill Higher Education

March 3, 2016

To: Sabbatical Leave Committee, West Chester University of PA

I am writing this letter as Prof. María José Cabrera-Puche's co-author of *Tu mundo: español sin fronteras*, a Spanish language program that will be published by McGraw-Hill in early 2018. Prof. Cabrera-Puche is part of the authorial team and she is also working on several other components for the upcoming second edition of the book. With this letter, I would like to inform you that Prof. Cabrera-Puche will be working with me on the Testing Program for the second edition of the book. The Testing Program is an extensive project that will require a lot of work and effort from both of us. It will consist of three versions of Sample Tests for each of the fifteen chapters of the text, as well as three versions of the Sample Mid-Term Exam and the Final Exam, plus a Test Bank for instructors to customize all sample tests and exams or create their own versions. We will divide the work equally between us to be sure that the materials we create are appropriate for college level classes and to make the work less daunting. We will also double check each other's work thus insuring the quality of the component we create.

Prof. Cabrera-Puche's requested sabbatical leave clearly coincides with the period when we will be developing the Testing Program and when she will be also working on other ancillary materials, such as the Instructor's Resource Kit, the Power Point presentations and the Road map of all components in the book.

María José has proven to be an extremely responsible, hard worker so it would be very helpful is she could work on this important component of the *Tu mundo* first year Spanish

language program. I would appreciate it very much if she could be granted a Sabbatical Leave so we could be more productive in less time and meet all deadlines proposed by the publisher.

Thank you very much for your attention to this matter. If you have any questions or require additional information, please do not hesitate to contact me. Email address: mandrade@ivc.edu, home phone: (949) 861-3758.

Truly yours,

Magdalena Andrade

Magdalena Andrade, PhD
Professor of Spanish
Irvine Valley College, CA

Dr. María José Cabrera-Puche
Department of Languages and Cultures, Mitchell Hall 225
West Chester University of PA, West Chester, PA 19383
610-436-2752 (Office) mcabrera@wcupa.edu

EDUCATION

- PhD, Bilingualism and Second Language Acquisition, Rutgers, the State University of New Jersey, January 2008. GPA: 4.0/4.0.
- MA, Foreign Languages (TESOL/Spanish), West Virginia University (USA), August 2002. GPA: 4.0/4.0.
- MA, Secondary Education, West Virginia University (USA), August 2002. GPA: 4.0/4.0.
- BA, English Philology, Universidad de Murcia (Murcia, Spain), 2000.
- First year BA, Translation and Interpretation (Spanish/English), Universidad de Alicante (Alicante, Spain), 1996-1997.
- Graduated from the five-year English program in *Escuela Oficial de Idiomas* (Official School of Languages), Murcia (Spain), 2002.
- Graduated from the elementary German program (three out of the five years) in *Escuela Oficial de Idiomas* (Official School of Languages), Murcia (Spain), 2002.
- In the process to be certified as an ACTFL OPI (Oral Proficiency Interview) Tester for Spanish.

TEACHING AND PROFESSIONAL RESPONSIBILITIES

West Chester University of PA
Assistant Professor, from August 2007-Spring 2013
Associate Professor, from Fall 2013 until present.

- Teaching:
  - Graduate courses:
    - SPA 512 (online and face-to-face): "Advanced Spanish grammar and stylistics"
    - SPA 556 : "Seminario en español: Comparación estructural del español y del inglés"
    - SPA 510: "Spanish Phonetics/ Phonetics-Applied Linguistics"
    - LAN 503: "Techniques of Second Language Teaching"
    - SPA 557: Independent Studies: Niall Doherty (Fall 2008), Sandy DiNardo (Post-summer session 2008; Sandy DiNardo-, Fall 2007).

  - Undergraduate courses:
    - LAN 401: "Techniques of Second Language Teaching"
    - SPA 444 (online and face-to-face): "Proficiency development"
    - SPA 456: "Seminario en español: Comparación estructural del español y del inglés"
    - SPA 340: "Introduction to bilingualism"
    - ESP 318 (online): "Speaking Spanish in the United States"
    - SPA 302: "Advanced Grammar and Composition"
    - SPA 302: Independent study. Students: Jennifer Dale, Katlyn Ditzel, and Ruth Salgueiro
    - SPA 353: "Intro Study of Language: Spanish"
    - SPA 365: "Spanish Phonetics/ Phonetics-Applied Linguistics"
    - SPA 202: "Intermediate Spanish II"
    - SPA 201: "Intermediate Spanish I"
    - SPA 102: "Elementary Spanish II"
    - SPA 101: "Elementary Spanish I"

- Coordination and Supervision:
    - Lower-level Spanish Coordinator, since Spring 2008.
    - Languages and Cultures Assessment Coordinator, since Fall 2010-Spring 2014.
    - Supervisor K-12 certification/Student teachers for the Department of Languages and Cultures, since Fall 2012-Fall 2013.

- M.A. Thesis director:
  - April Stromberg Woods: *Teacher Perspectives and Practices Regarding Written Corrective Feedback: A Case Study* (Spring 2013)
  - Samantha Lee Snow: *La situación lingüística en Kennett Square (PA): ¿Un caso de diglosia?* Fall 2011
  - Gabriela Andrews: *The written government communication: a debate on the initiative of Plain Language in Mexico City*. Spring 2010

- M.A. Thesis member / Exit Paper reader:
  - Rosario Currie: *Sáenz y Bolívar: de la gloria al ocaso*. Spring 2014
  - Kim Sheeler: Spring 2014
  - Sandra DiLaura (in progress)
  - Gloria López-Pesini: *Dos palabras y la marginalización política y social de las mujeres*. (Exit paper director: Dr. Jerome Williams). Fall 2011
  - Richard Baker: *Martín Fierro es Argentina con todas sus contradicciones*. Summer 2011. (Exit paper director: Dr. Campillo-Fenoll).
  - Lucía Samblas: *El papel de la mujer inmigrante en el cine español: las otras*. Spring 2011. (MA director: Dr. María Van Liew).
  - Sandi DiNardo: *Gabriel García Márquez*. Summer 2009 (Exit paper director: Dr. Jerome Williams).
  - Leah Mast-Heller: *Ciclos integrados en El norte y Las cartas de Alou; el lugar de estos textos cinematográficos en el currículo español*. Fall 2008 (Exit paper director: Dr. María Van Liew).

- PhD Thesis member:
  - External member of an international PhD. Thesis from International Islamic University, Islamabad, in Pakistan:PhD Thesis *"Designing Culturally Appropriate English Language Courses in an Islamic Context"* written by Mr. Syed Kazim Shah

- Study Abroad group leader & director:
  - Guadalajara (Mexico), 13 WCU students, 6 weeks (see ITESO professional experience below).

- Study Abroad advisor:
  - WCU representative of the IUS program in Sevilla (Spain), since Fall 2010-Spring 2014.

SCHOLARSHIP
- **Publications:**
  - Andrade, M., Egasse, J., Muñoz, M.E., and Cabrera Puche, M.J. (2018). *Tu mundo 2e* (McGraw Hill). Textbook, workbook and ancillary materials. *In progress.*
  - Cabrera-Puche, M.J. (2018). *Instructor's Resource Kit* for *Tu mundo 2e* (McGraw-Hill). *In progress*
  - Andrade, M., Egasse, J., Muñoz, M.E., and Cabrera Puche, M.J. (2013). *Tu mundo* (McGraw Hill). Textbook, workbook and ancillary materials.
  - Cabrera-Puche, M.J., Campillo-Fenoll, M. (2013). *Instructor's Resource Kit* for *Tu mundo* (McGraw-Hill)
  - Cabrera-Puche, M.J. (2014). El bilingüismo en el mundo hispanohablante by Silvina Montrul (review). *Hispania, 97*, 4, pp. 709-711.
  - Cabrera-Puche, M.J., and Molholt, G. (2012). 'Human-Technology Interaction: Evaluations of Spontaneous Speech.' *The International Journal of Technology, Knowledge and Society, Volume 7*, Issue 5, pp.105-116.
  - Member of the advisory board of *Protagonistas* (2012), published by Vistas.
  - Molholt, G., Cabrera-Puche, M.J. (2012). 'Teaching English pronunciation to Chinese Through Real-Time Acoustic Analysis.' *2012 HICAH Proceedings*, pp. 1830-33.
  - Molholt, G., Cabrera-Puche, MJ., Kumar, K., and Thompsen, P. (2011). 'Quantitative, Notional, and Comprehensive Evaluations of Spontaneous Engaged Speech.' *CALICO, 29* (1), pp. 1-23.
  - Esplugas, C., Cabrera-Puche, M.J. (2009). 'Foreign Language Skills and the Use of Technology.' *The International Journal of Technology, Knowledge and Society*.

- Associate Editor, *The International Journal of Technology, Knowledge and Society, Volume 7,* Issue 2 (2009).
- Co-editor, Camacho, J., Flores, N., Sánchez, L., Déprez, V., Cabrera, MJ. (2007). *Romance Linguistics 2006: Selected papers from the 36th Linguistic Symposium on Romance Languages (LSRL).* Amsterdam and Philadelphia: John Benjamins.

- Grants:
  - Fall 2011: CAS New Initiatives Grant 'Getting to the required advanced language proficiency in Spanish: A pilot project.' ($6,000) Not granted.
  - Summer 2011: NSF Grant: 'A longitudinal study of the *pro*-drop parameter: The Case of Dominican Spanish Children and adolescents.' (Around $300,000). Not granted
  - Spring 2011 Faculty Advisor of the CAS Student Research Award for Hannah Mistovich's ('The social repercussions of life as a Second Language Learner').($500.00) Awarded
  - Fall 2010 Principal Investigator for EDUCAUSE and Next Generation Learning Challenges grant (in collaboration with national and international institutions), 'Mobile and Global Student Collaborations, Communications, and Connections MoGloClaseC³: Stay Home, Go Far,' ($250.000) Not granted.
  - Fall 2010 President's Reassigned Time Grant ('Extended Projection Principle') to write an NSF grant. ($6,000). Granted.
  - Fall 2010 Initiative for Entrepreneurism grant 'Creation of an Online Spanish Linguistics Course: SPA 365/510 (Spanish Phonetics and Phonology' ($6,000). Granted.
  - Fall 2010 CASSDA grant 'Null subject patterns in Dominican Spanish (DS): The Case of DS in the Island' ($3,000). Granted.
  - Fall 2010: CAS' Dean's Special Award: 'International collaboration with institutions offering Translation and Interpretation Programs.' ($8,000) Not granted.
  - Spring 2010: CASSDA grant: 'Null Subject Patterns in Dominican Spanish (DS): The Case of DS in the Island.' ($3,000) Not granted.
  - Spring 2010: 2010 Information Technology eLearning Grant (2010 grant program Technology: Beyond Borders!) 'Computer and Human Identification of Indicators of Proficiency in Spontaneous Speech' Co-written with Dr. Garry Molholt ($10,000). Not granted.
  - Spring 2010: The Joseph McLaughlin Award for Faculty Scholarship: 'Null Subject Patterns in Dominican Spanish (DS): The Case of DS in the Island.' ($6,000). Not granted.
  - Spring 2010: Pilot to Support the Goals of the University: 'International Languages Center Pilot Project,' co-written with. Dr. Jerry Williams. (Over $99,977) Not granted.
  - Spring 2010: Faculty mentor of Gabriela Andrews' Award for Student Research and Creative Activities, 2009-10 'An overview if the "Plain Language" Campaign in Mexico City' GRANTED ($500.00)
  - Fall 2009: CAS Entrepreneurial Grant: 'Pilot project: Creation of a general education course (SPA 101) and sketching a distance education curriculum for lower level Spanish courses.' ($6,000) Not granted.
  - Fall 2009: CASSDA Grant: "Online version of the required course SPA 444/512 (Proficiency Development /Advanced Grammar and Stylistics)." ($3,000) Not granted.
  - Spring 2009: Lindback Foundation Minority Junior Faculty Grant. 'Digital atlas of Spanish dialects' ($15,000) Not granted.
  - Spring 2009: NEH grant 'Digital atlas of Spanish dialects,' ($15,000) Not granted.
  - Spring 2009: Presidential Initiative Funding for Implementing the *Plan for Excellence 2009-2010* 'Assessing the oral and written Spanish proficiency of WCU students' ($10,000). Not granted.
  - Spring 2009: Pedagogy for Engagement Grant 'Assessing the oral and written Spanish proficiency of WCU students' ($2,500) Not granted.
  - Spring 2009: SPRC's (Strategic Planning and Resource Proposal) 'Assessing the Oral and Written Spanish Proficiency of WCU students' ($10,000). Not granted.
  - Grant to attend the 2009 Summer Academy for the Advancement of College Teaching (Teaching a New Generation - the Millennials), sponsored by the Vice President of Academic Affairs/Provost, Summer 2009.
  - Fall 2008: Selected by WCU to apply to the NEH Summer Stipend Grant.

- o Grant to participate in the Quality Matters online workshop, Applying the Rubric (ended Nov 3rd, 2008), sponsored by PASSHE. Granted.
- o Grant to participate in the Quality Matters online workshop, Improving your Course (ended Nov 10th, 2008), sponsored by PASSHE. Granted.
- o AWA during Spring 2009, Fall 2008, Summer 2009 & 2010, to be the 'Lower Division Spanish Course Coordinator'
- o AWA during Spring 2008, to start organizing a new change in the Spanish Curriculum of levels 100 and 200, at West Chester University of PA
- o Fall 2008: CASSDA award to complement some of the expenses for the 'Digital Atlas of Spanish dialects.' ($2,000) Not granted.
- o Spring 2008: Christian R. and Mary F. Lindback Career Enhancement Minority Junior Faculty Grant, 2008-2009: 'Ready for the study abroad experience in a Spanish-speaking country? Linguistic and cultural preparation through technology' ($15,000) Not granted.
- o Fall 2007: Curriculum Integration Seminar. Not granted.
- o Fall 2007: Faculty mentor and project director of a student obtaining CAS Student Research Award (with student: Ashley Terlingo). $500.00. Granted.

- Distance Education Training (sponsored by PASSHE):
    - o Online course 'Quality Matters Improving your Online Course' (November 10th- 24th, 2008).
    - o Online course 'Quality Matters Applying the QM rubric Workshop' (November 3rd- 16th, 2008).

- Presenter:
    - o Constant workshops for professors at WCU and students about practices to enhance oral and written proficiency and pass the two ACTFL exams (OPI, WPT).
    - o GURT 2016 Conference, *ACTFL OPI and WPT data: Now we have it, what do we do with it?* Upcoming March 10-13th, 2016.
    - o NECTL 2016, *Developing Intercultural Competence in the Language Classroom*, Feb 10th-14th, 216.
    - o Texas Community College Teachers Association Convention (TCCTA), *Teaching in the 'Flipped' Language Classroom*, Houston, Texas (February 21-23, 2013)
    - o 2012 ACTFL Conference, roundtable, *Assessing language programs: A new tool*, Philadelphia, Pennsylvania (November 16-18, 2012)
    - o 2012 ACTFL Conference, *Teaching in the 'Flipped' Language Classroom*, Philadelphia, Pennsylvania (November 16-18, 2012)
    - o MAR/ASS (Mid Atlantic Region Association for Asian Studies) 2012 Conference, *Teaching English Pronunciation To Chinese Through Real-Time Acoustic Analysis*, Co-presented with Dr. Garry Molholt, WCU, West Chester, Pennsylvania (November 2-4, 2012)
    - o Best Practices Student Learning Assessment Summit (invited to participate in this summit), WCU. (March, 1st, 2012).
    - o 64th Annual Kentucky Foreign Language Conference, *Crossing Linguistic Borders? Linguistic Change in Dominican Spanish*, Kentucky (14th-16th April 2011)
    - o 7th International Conference on Technology, Knowledge and Society, *Human-Technology Interaction: Quantitative, Notional, and Comprehensive Evaluations of Spontaneous Engaged Speech*, Basque Country, Spain. (25-27th March, 2011) virtual presentation
    - o CALICO 2010, *Quantitative, Notional, and Comprehensive Evaluations of Spontaneous Engaged Speech*, Amherst, MA (June 8th-12th, 2010), co-presented with Dr. Garrett Molholt.
    - o CALICO 2009, *Correlating Quantitative Measures of Speech with Perceptions of Fluency*, Arizona State University, AZ, (March 10th-14th, 2009), co-presented with Dr. Garrett Molholt, Dr. Krishna Kumar, and Philip Thompsen.
    - o Fifth International Conference on Technology, Knowledge and Society about *Foreign Language Skills and the Use of Technology*, Huntsville, Alabama (Jan 30th-Feb 1st, 2009).
    - o MLA (Modern Languages Association) Conference, *Linguistic Change in Dominican Spanish: monolingual vs. bilingual speakers*, San Francisco, California (27th-30th December 2008)
    - o 7th Malaysia International Conference on ELT, *Improving language proficiency through technology*, Malaysia (May 12th-14th, 2008).
    - o International Symposium on Cognitive approaches to the concept of Food in the Mediterranean Cultures, *Are you hungry to learn about Spanish culture?*, Cyprus (May 7th-8th, 2008)

- o Interfacing Traditional Materials in Culture and Literature and Language with Innovative Technology Delivery Systems and Multiuse Multiport Environments, *The use of Power Point in Linguistics*, WCU (April 5th, 2008)
- o WCU Research Day 2008, *Null subject patterns in Language Contact: The case of Dominican Spanish*, March 27th, 2008.
- o NEALLT (Northeast Association for Language Learning Technology) Conference, *Acquiring oral and written proficiency in the lab*, New Brunswick, New Jersey (Feb 29th - March 2nd, 2008)
- o WCU Ethnic Studies Seminar, *Ethnicity of Spain and Costa Rica*, WCU (November 28th, 2007)

- **Attendant at Conferences, Workshops:**
  - o GURT 2016 Conference, *ACTFL OPI and WPT data: Now we have it, what do we do with it?* Upcoming March 10-13th, 2016.
  - o NECTL 2016, *Developing Intercultural Competence in the Language Classroom*, Feb 10th-14th, 216.
  - o PSMLA, King of Prussia, PA, October 15th-17th, 2015.
  - o Texas Community College Teachers Association Convention, Houston, Texas (February 21-23, 2013)
  - o 2012 ACTFL Conference, Philadelphia, Pennsylvania (November 16-18, 2012)
  - o MAR/ASS 2012 Conference, WCU, West Chester, Pennsylvania (November 2-4, 2012)
  - o Fall Assessment Luncheon/Workshop (October 16, 2012)
  - o Workshop on *Languages Across the Curriculum-Humanities*, organized by the World Languages Institute at Rutgers University, New Jersey (March 3rd, 2012)
  - o 2012 TESOL Conference, Philadelphia, Pennsylvania (March 28-31st, 2012)
  - o Symposium on Re-conceptualizing the Language Classroom as the Online Course, UPenn, Philadelphia, Pennsylvania (December 10th, 2011)
  - o Assessment workshop of Gen Ed Goals 3 and 4 (Nov. 14th and Nov 21, 2011)
  - o ACTFL OPI Assessment Workshop, Middlebury, VT (July 7-10, 2011)
  - o World Languages Symposium, Boston, Massachusetts, organized by Pearson (March 11th, 2011)
  - o Maternal and Child Health Consortium of Chester County, Interpreter Training, West Chester, Pennsylvania (October 22nd-24th, 2008)
  - o NEALLT (Northeast Association for Language Learning Technology) Conference, New Brunswick, New Jersey (Feb 29th - March 2nd, 2008)
  - o Accommodating Changes in Foreign Language Education Today Symposium, Philadelphia, Pennsylvania, organized by Cengage (February 20th, 2009)
  - o 7th Malaysia International Conference on ELT, Malaysia (May 12th-14th, 2008).
  - o International Symposium on Cognitive approaches to the concept of Food in the Mediterranean Cultures, Cyprus (May 7th-8th, 2008).
  - o 2007 ACTFL Conference, San Antonio, Texas (November 16-18, 2007)
  - o *Writing Proficiency Guidelines Familiarization Workshop*, at the 2007 ACTFL Conference
  - o HTML, workshop at WCU (April 3rd, 2008).
  - o Interfacing Traditional Materials in Culture and Literature and Language with Innovative Technology Delivery Systems and Multiuse Multiport Environments, WCU (April 5th, 2008)
  - o Technology-liason, February 21st, 2008.
  - o FDC Fall Local Grants Program: 2007-2008, Brownbag presentation, Sept. 24th, 2007.
  - o Peoplesoft training.
  - o Blackboard basics, Sept 12th, 2007.

- **Attendant at webminars:**
  - o Building Bridges with Technology in the Language Classroom (24 Feb, 2016).
  - o Transformative Teaching virtual event, by McGraw-Hill, Feb 26th 2016, 11am-3pm.
  - o Heritage Speaker and English Grammar Support Webinar by McGraw-Hill, Nov 16th 2015.
  - o Active Learning: How to Engage Students and Improve Language Learning, October 15th, 2014.
  - o How the Flipped Classroom Will Lead to a More Successful Communicative Classroom, Feb 21st, 2013.
  - o What is OPI? Helping and Preparing Students to Develop Oral Proficiency, Nov 12th, 2012.

- o Variation Happens: Using Adaptive Technology to Address Varying Proficiency Levels in Spanish, Oct 23rd, 2012.
- o Making Class Time More Communicative with LearnSmart, Nov 1st, 2012.
- o Speaking About Course Redesign for Humanities & Social Science' (Nov. 11th, 2011, 11am-3pm).
- o Webminar series 'Speaking about World Languages -Teaching with Technology Online Forum' (Nov. 4th, 2011, 10am-4pm), which encompassed the following webminars:
    - 'For Better or For Worse? An Analysis of the Marriage Between Technology and Language Learning,' by Pearson (presenter Margaret Gonglewski), November 4th, 2011.
    - 'Get Connected: Teaching Languages outside the Classroom,' by Pearson (presenter Mónica Montalvo), November 4th, 2011.
    - 'Redesigning Introductory Spanish: A Blended Approach,' by Pearson (presenter Glynis Cowell), November 4th, 2011.
    - 'Assessment and Evaluation: Two Approached to Improving Student Learning,' by Pearson (presenter Judith Liskin-Gasparro), November 4th, 2011.
    - 'L2 Teaching, Learning and Technology: Finding the Needle in the Haystack,' by Pearson (presenter Julie Sykes), November 4th, 2011.
- o 'Senderos – a student-centered, multi-faceted approach to learning Spanish!' by Cengage. (Oct 24th, 2011, 1 hour)
- o 'Teaching Online for Advanced Users,' by Wiley Higher Education (November 17th, 2010)
- o 'Teaching Online for Beginners,' by Wiley Higher Education (October 26th, 2010)
- o 2010 McGraw-Hill Professional Development Webminar series:
    - 'Preventing 'Identity Theft' in the foreign Language/Culture Classroom,' by McGraw-Hill, presenter Bruce Anderson (October 20th, 2010)
    - 'Exploring Culture in the Classroom Through Authentic Texts,' by McGraw-Hill, presenter: María Amores (October 6th, 2010)
    - 'Active and interactive Learning in the Language Class,' by McGraw-Hill, presenter Robert Di Donato (September 29th, 2010)
    - 'How to Manage Disparate Skill Levels in the Intermediate Spanish Classroom,' by McGraw- Hill, presenter Sharon Foerster (September 22nd, 2010)
- o 'Practical Strategies for Motivating Hispanic Heritage Learners,' (March 24th, 2010)
- o 'The Role of Grammar in Teaching Culture,' (March 10th, 2010)
- o 'New Tools for Teaching Spanish for Business,' (Feb. 24th, 2010),
- o 'Moving Beyond the Second Year Plateau,' (Feb. 17th, 2010)
- o 'Teaching Spanish with Film as a Source of Authentic Input,' (Feb. 10th, 2010)

SERVICE
- Created the 5 year NCATE/ACTFL response to condition in the Preparation of Foreign Language Educators in Spring 2014. We were granted National Recognition by NCATE/ACTFL.
- Departmental Committees:
    - o Search committees:
        - Chair:
            - For Modern Language Teacher Educator / Supervisor, Fall 2012.
            - For Faculty Spanish Latin-American Film, Fall 2013.
            - Three 11H positions, Spring 2014.
        - Member:
            - A Spanish position, Fall 2011.
            - Multicultural faculty member of a search committee for two tenure-track (11-H) positions, Spring 2009.
    - o Spanish Committees: Member of Spanish section and 300-level subcommittee.
    - o Assessment Committee
        - Member, Spring 2014-now.
        - Chair, Spring 2008-Spring 2014.
    - o Executive Committee, Fall 2013-Spring 2014
    - o Scholarship and Award Committee, since Fall 2015 – now.
    - o Ad-hoc Curriculum Committee, since Fall 2015 – now.

- o Language Laboratory Center Committee, Member, since Spring 2008.
- o TESOL Committee, since Fall 2007.

- College and University Committees:
  - o International Advisory Committee.
  - o Linguistics Committee, since Spring 2008.
  - o Council of Professional Education (CPE) Committee, Consensus member, since Fall 2012.
  - o CPE Educational Technology Ad hoc Committee, Fall 2008 - Spring 2009.
  - o The Academic Integrity Board, member, since Fall 2011.
  - o WCU Demonstration and Application Center and Classroom of the Future Steering Committee, Spring 2011.
  - o Chapter 49.85 Committee (ECE Certificate, Elementary Middle Certificate), Fall 2007 and Spring 2008.
  - o Proxy CAPC for two professors: Celia Esplugas (Fall 2007 and Spring 2008 -she was sick) and Margarete Landwehr (Spring and Fall 2009).
  - o CPE Educational Technology Ad hoc Committee, Fall 2008 and Spring 2009.

- Faculty mentor/advisor:
  - o Mentor of two Latino-students for OMA (Office of Multicultural Affairs), Fall 2007.
  - o Spanish club and the Spanish table, Fall 2007-Fall 2009.
  - o Spanish minors, since Fall 2008.
  - o IUS Study Abroad Program advisor, since Fall 2010.
  - o K-12 Certification/Student Teachers, since Fall 2012.
  - o Student-Research grants. Faculty mentor of three research grants and projects: Ashley Terlingo, Hannah Mistovich and Gabriela Andrews.

- Co-organizer:
  - o International Festival 2008-2011 at West Chester University. Co-organized with Prof. Ana Sánchez among other faculty members at WCU.
  - o 1st Annual Department of Languages and Cultures Symposium, October 3rd, 2009. Co-organized with a graduate student (Gabriela Andrews).
  - o 2009 TALFL Conference at WCU, February 21st, 2009. Co-organized with Dr. Cate Crosby.
  - o WCU Workshop 'Interfacing Traditional Materials in Culture and Literature and Language with Innovative Technology Delivery Systems and Multiuse Multiport Environments,' co-organized with Dr. Pauly, April 5th, 2008.
  - o Painting exhibition of Hugo Sánchez-Bonilla, the First Latin American artist at West Chester University, (February 11th-21st, 2008). Co-organized with Prof. Ana Sánchez, Foreign Languages Department, and Dr. John Baker, Art Department.

- Service to the profession:
- NCATE/CAEP Reviewer (Fall 2015-present)
- Member of Advisory Council of NECTFL (Northeast Conference on the Teaching of Foreign Languages)
- Reviewer of the following peer-reviewed journals: CALICO (Fall 2012-present), Hispania (Fall 2011-present), the International Journal of Technology, Knowledge and Society (Fall 2011-present)
- Reviewer of textbooks of different publishers: McGraw-Hill, Pearson, Vista, Wiley and Cengage.

- Reviewer:
  - o A book (2014): Silvina Montrul (2012). *El bilinguismo en el mundo hispanoahablante*. Wiley-Blackwell.
  - o Manuscript (book published in 2011): Field, Fredric. (2011). *Bilingualism in the USA. The case of the Chicano-Latino community*. John Benjamins: Amsterdam/Philadelphia.
  - o Articles: for *Hispania* ("Story-telling, Third Spaces, and Sociocultural Pedagogy for the Development of Advanced Level Language Skills," and "(De)mystifying university Spanish foreign language grades and proficiency: A programmatic case study"), and for *The International Journal of Technology, Knowledge and Society* ("Impact of MP3 Players on

Fluency Rate of Beginning Readers," "Teacher's Attitude to Synthetic Phonics Intervention in Developing English Literacy Among Nigerian Pupils," and "Helping Each Other").

- Consultant:
  - IKEA, U.S.: Proofreader of all IKEA Spanish productions in the U.S. (IKEA catalogs, weekly communication, online media,...).
  - Reviewer and member of the Advisory Board of *Protagonistas* (published by Vista).
  - Participant in focus groups: one for Vista (Supersite, their learning platform) and three for McGraw-Hill: Introductory Spanish Focus Group, NYC (February 25th, 2011), *Puntos* and *Connect Spanish* (December, 2011), and *Dos Mundos* Focus Group, Online (September 17th, 2010).

- Volunteer work in schools and non-profit organizations:
  - Volunteer translator:
    - East Bradford Elementary School in West Chester
    - Valley Forge
  - Material selection:
    - Montessori Child Development Center, Marlton, NJ, 08053
  - Reading in Spanish:
    - To students grades 1-5 at Frances S. DeMasi Middle School (Evesham Township School District), Marlton, NJ 08053 (Spring 2010).
    - To a Kindergarten class at Taunton Forge Elementary School, Medford, NJ, 08055 (Fall 2015)
  - Room parent:
    - Taunton Forge Elementary School, Medford, NJ, 08055

ITESO, Universidad Jesuita de Guadalajara, Mexico
Visiting Professor, from June 06, 2008- July 19, 2008
- Teaching:
  - Undergraduate courses: SPA 202 "Intermediate Spanish II", SPA 300 "Advanced conversation"
- Volunteer:
  - University Ministry and Community Service Learning, creator and co-organizer of two Wacky Olympics (Jinkana) to raise funds for the orphanage 'Casa hogar nacidos para triunfar' in Guadalajara, Mexico.

Rutgers University, the State University of New Jersey –New Brunswick campus- (USA)
- Teaching:
  - Graduate courses:
    - 'Methods for Language Teaching, K-12 (16:617:500), for *World Language Institute* program, in Rutgers University, Spring 2011.
    - Adjunct instructor, "Advanced Grammar and Stylistics" (16:940:503), for *World Language Institute* program, in Rutgers University, Summer II 2006.

  - Undergraduate courses:
    - Adjunct instructor:
      - Linguistics Department-, 'Introduction to Linguistics' (01:615:101:05), taught in English, spring 2007.
      - 'Brief introduction to Latin American Spanish' (01:590:101), taught in English, winter 2007.
      - 'Spanish Phonetics and Phonology' (01:940:362), Summer I 2006.
      - 'OPI -*Oral Proficiency Interview*' in Spanish (01:940:499), Spring 2006.
      - 'Introduction to Spanish Linguistics' (01:940:361), Fall 2005, Spring 2006.
      - Summer Study Program in Cuzco (Peru), summer 2005.
    - Teaching Assistant: