

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (5)

DATE: May 10, 2022

SUBJECT

New Undergraduate Certificate Request – USD – Fundamentals of Medical Spanish

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Fundamentals of Medical Spanish. The certificate is designed to help those in the medical and related professions who do not have time to gain fluency in Spanish and obtain a basic focused ability with the language with the intent of being able to hold basic conversations on medical topics with patients. Hispanics currently make up 4.2% of the state’s population. Medical professionals will meet a Hispanic patient in roughly 1 of 25 encounters. Considering that a significant portion of this group speak limited or no English, and the dangers of misunderstandings in a medical context, there is a great and growing need for Spanish capable practitioners. The certificate will provide USD graduates and non-traditional students with a competitive edge in the marketplace as well as a valuable skill.

IMPACT AND RECOMMENDATION

USD plans to offer the certificate in Fundamentals of Medical Spanish on campus and online. USD does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: USD – Fundamentals of Medical Spanish
(Undergraduate)

DRAFT MOTION 20220510_5-E(5):

I move to authorize USD to offer an undergraduate certificate in Fundamentals of Medical Spanish, as presented.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Fundamentals of Medical Spanish
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	16.0905
UNIVERSITY DEPARTMENT:	Modern Languages & Linguistics
BANNER DEPARTMENT CODE:	UMLL
UNIVERSITY DIVISION:	College of Arts & Sciences
BANNER DIVISION CODE:	2A

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
----------	--

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Elizabeth M. Freeburg

3/07/2022

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

- 1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)**

<input checked="" type="checkbox"/>	Undergraduate Certificate	<input type="checkbox"/>	Graduate Certificate
-------------------------------------	---------------------------	--------------------------	----------------------

- 2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

The certificate is designed to help those in the medical and related professions who do not have time to gain fluency in Spanish, obtain a basic focused ability with the language, with the intent of being able to hold basic conversations on medical topics with patients.

- 3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

NA: There is a Spanish major

- 4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.**

The Hispanic population of the Dakotas has climbed rapidly in the past two decades, with ½ of the population increase in the US being Hispanic and a 66% growth in South Dakota in the past decade. This follows an almost 100% increase from 2000 to 2010.¹² Hispanics currently make up 4.2% of the state’s population. Medical professionals will meet a Hispanic patient in roughly 1 of 25 encounters. Considering that a significant portion of this group speak limited or no English, and the dangers of misunderstandings in a medical context, there is a great and growing need for Spanish capable practitioners.

The certificate will provide USD graduates and non-traditional students with a competitive edge in the marketplace as well as a valuable skill.

- 5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The intended audience are students in Health Sciences, Medical Biology, non-traditional students working in the healthcare field and any student who intends to have a medical-related career, but who doesn’t have the time and/or resources to complete a minor in Spanish.

6. Certificate Design

- A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor’s or master’s degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

The certificate is designed as a stand-alone. One target audience are those who are already in the medical field and need additional Spanish language skills to aid their patients.

- B. Is the certificate a value-added credential that supplements a student’s major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

The certificate adds value to students in Health Science and those in similar medical field tracks. Majors that would most benefit are:

- Biology (for those intending a health care profession)
- Communication Sciences and Disorders
- Dental Hygiene
- Health Sciences
- Medical Biology
- Nursing

Many hospitals and practices offer a bonus for bilingual healthcare workers.

¹ <https://www.wctrib.com/news/6577337-The-Dakotas-lead-the-US-in-percent-of-Hispanic-population-growth>

² <https://www.census.gov/quickfacts/fact/table/SD,US/RHI725219#RHI725219>

- C. Is the certificate a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

Not at this time.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.**

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
SPAN	120	Medical Spanish I	-	4	No
SPAN	121	Medical Spanish II	-	4	No
SPAN	275	Basic Medical Conversations in Spanish	SPAN 120 and SPAN 121	3	Yes
Subtotal				11	

8. Student Outcome and Demonstration of Individual Achievement.

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.**

Students will be expected to reach Novice High / Intermediate Low ACTFL proficiency and have mastered a significant Spanish vocabulary relating to medical terms and situations. Students will also master appropriate grammar for the level. Students will be able to hold limited conversations in Spanish on medical topics. Fluency is not expected, but students will be able to use a variety of aids to effectively communicate with patients.

- B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.**

Individual Student Outcome	Program Courses that Address the Outcomes		
	SPAN 120	SPAN 121	SPAN 275
Demonstrate effective oral and written communication	X	X	X
Master basic Medical Spanish Vocabulary and Grammar	X	X	
Gain ACTFL Novice Mid proficiency	X		
Gain ACTFL Novice High proficiency		X	

Individual Student Outcome	Program Courses that Address the Outcomes		
	SPAN 120	SPAN 121	SPAN 275
Gain ACTFL Novice High / Intermediate Low proficiency			X
Demonstrate capacity for limited medical conversations in Spanish			X

9. Delivery Location.

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2022

10. Additional Information: N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

11. New Course Request

USD	Modern Languages & Linguistics	
Institution	Division/Department	
<i>Elizabeth M. Freeburg</i>		<i>3/7/2022</i>
Institutional Approval Signature		Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
SPAN 275	Basic Medical Conversations in Spanish	3

Course Description
Spanish language conversations centered on real communication with patients in a medical setting. This course will provide students with the ability to carry out basic conversations and to help them communicate effectively with Spanish speaking patients.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
SPAN 120	Medical Spanish I	Pre-req
SPAN 121	Medical Spanish II	Pre-req

Registration Restrictions

N/A

Section 2. Review of Course

2.1. Will this be a unique or common course? (place an "X" before course type)

X	Unique Course <i>If the request is for a unique course, institutions <u>must</u> review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u></i>
----------	--

Prefix & No.	Course Title	Credits
SPAN 306	Spanish for Health Care Workers	3
SPAN 308	Spanish for Health Professions	3

Provide explanation of differences between proposed course and existing system catalog courses below:

This course is a conversation course; it is not focused on vocabulary or grammar building as in the case for the above courses. More importantly, it is also for students with a lower level proficiency than other 300-level foreign language courses. The course pathways between SPAN 275 and the SPAN 306, 308 courses are completely different.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts? (place an “X” in the box before the correct response)

	No. Replacement of _____ (course prefix, course number, name of course, credits) Effective date of deletion: _____
X	No. Schedule Management, explain below: This course will be included in the regular rotation of courses taught and will be part of standard staffing. There is capacity within the department to offer two sections of this course per semester.
	Yes. Specify below:

3.2. Existing program(s) in which course will be offered: Course will be included as part of the request for a new undergraduate certificate in Fundamentals of Medical Spanish.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): D – Discussion Recitation

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

- U001 - Face-to-face Term Based Instruction
- U015 - Internet Asynchronous – Term Based Instruction
- U018 - Internet Synchronous
- U030 - Blended/Hybrid

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit? (YES and total credit limit or NO)
No

3.7. Will grade for this course be limited to S/U (pass/fail)? (YES or NO)
No

3.8. Will section enrollment be capped? (YES and max per section or NO)
Yes, max per section: 20

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? (YES or NO)
No

3.10. Is this prefix approved for your university? (YES or NO)
Yes

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: MLL

4.2. Banner Department Code: UMLL

4.3. Proposed CIP Code: 16.0905

Is this a new CIP code for the university? (YES or NO)
No