

Form for the Submission of Non-Degree Programs (Baccalaureate, Graduate Certificates) at Senior Institutions

Institution Name: University of North Alabama

Non-Degree Program/Certificate Title: Micro-credential, Spanish for the Standardized Clinical Encounter

CIP Code: _____

Award Level: _____

1. **Please provide (attach) a Description of the Non-Degree/Certificate program.**
2. **Please provide (attach) a list all courses in the Non-Degree/Certificate program**
3. **Please provide (attach) a rationale for the program.**

Signature of Institution's Authorized Representative

Date

Title

Institution

Description of the program

Program Objective

To train healthcare professionals to acquire a basic proficiency in listening and speaking in Spanish in the context of the Standardized Clinical Encounter.

Program description

The micro-credential for Spanish for the Standardized Clinical Encounter is designed to give healthcare professionals the ability to complete a Standardized Clinical Encounter in Spanish at a basic, Novice Mid proficiency level. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

Courses

SP 290P: Spanish for the Standardized Clinical Encounter I, 3 hours

SP 291P: Spanish for the Standardized Clinical Encounter II, 3 hours

Course Descriptions

SP 290P: Spanish for the Standardized Clinical Encounter I

Part I of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. Students will acquire a basic proficiency in listening comprehension and speaking during a Standardized Clinical Encounter at the ACTFL Novice Mid proficiency level within the context of the Standardized Clinical Encounter. The course will teach basic greetings and introductions, as well as grammar and vocabulary needed to inquire about and understand a patient's chief complaint, onset, progression, and previous occurrences of symptoms. Students will also learn to communicate clearly and effectively during triage. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common cold or sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

SP 291P: Spanish for the Standardized Clinical Encounter II

Part II of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. A continuation of SP 290P. Students will learn to take and communicate a patient's medical, family, social, and sexual histories in Spanish. This course will also provide students with the grammar and vocabulary that they need to outline procedures and treatments, to give instructions (i.e. prepping a patient for a physical exam or giving medication instructions), and to communicate test results in Spanish at the ACTFL Novice High proficiency level within the context of the Standardized Clinical Encounter. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter

Rationale

Program Rationale/Academic Rigor/Addition to Workforce

Healthcare degree programs across the country require students to complete clinical encounters on a variety of clinical cases. Programs that provide Spanish for healthcare also typically include a series of required Spanish-language clinical encounters. The University of North Alabama department of Foreign Languages proposes an online micro-credential in Spanish for the Clinical Encounter to satisfy a need for communication without translation. The non-degree program directly relates to the simulation training that licensed healthcare professionals or postgraduate healthcare students (i.e. medical students) have received or are currently receiving. The University will benefit through higher enrollments, and healthcare professionals will benefit from having direct communication with Spanish-speaking patients. The micro-credential for Spanish for the Clinical Encounter will serve the Spanish-speaking community and will support UNA's mission to pursue **inclusion and diversity**.

The Spanish healthcare simulation micro-credential will assist with communication in the healthcare industry. Furthermore, most healthcare professional programs (colleges and universities) utilize simulation learning as an instructional method. According to the *International Nursing Association for Clinical Simulation and Learning* (INACSL) anyone that facilitates a healthcare simulation should have some type of training (*INACSL Standards of Best Practice, Simulation: Facilitation*, 2016). This micro-credential in Spanish will satisfy such a training need.

The academic rigor of the courses will be equal to others at this university. In the micro-credential the student will learn frameworks for establishing simulated clinical events as well as develop foundational knowledge for executing simulated learning.

Reference

INACSL Standards Committee (2016, December). INACSL standards of best practice: Simulation Facilitation. *Clinical Simulation in Nursing*, 12(S), S16-S20. <http://dx.doi.org/10.1016/j.ecns.2016.09.007>.

**RESOLUTION APPROVING A
MICRO-CREDENTIAL IN
SPANISH FOR THE STANDARDIZED CLINICAL ENCOUNTER
RESOLUTION SUMMARY**

The College of Arts and Sciences department of Foreign Languages has developed a proposal for a micro-credential in Spanish for the Standardized Clinical Encounter, attached hereto, that is consonant with all policies and procedures of the University of North Alabama and the Alabama Commission on Higher Education. This program is proposed to meet the demand of the health care industry and students who have an interest in Spanish for healthcare.

The proposed online micro-credential in Spanish for the Standardized Clinical Encounter can be implemented without adding faculty and at a minimal cost whereby the tuition collected by students in the program will more than offset the costs of implementing the program.

This proposed non-degree program has been approved by the department of Foreign Languages, the College of Arts and Sciences Curriculum Committee, and the UNA Curriculum Committee, and would fall within the Alabama Commission on Higher Education approved role and scope.

I recommend that the Board of Trustees for the University of North Alabama approve the proposal for the micro-credential in Spanish for the Standardized Clinical Encounter.

Kenneth D. Kitts
President

**RESOLUTION APPROVING A
MICRO-CREDENTIAL IN SPANISH FOR THE STANDARDIZED CLINICAL
ENCOUNTER**

WHEREAS, there is notable health care industry and student demand for this Spanish program; and

WHEREAS, this proposed non-degree program can be implemented without additional faculty; and

WHEREAS, this proposed non-degree program can be implemented for a minimal cost whereby the tuition income will more than offset the cost; and

WHEREAS, this proposed degree program falls within the Alabama Commission on Higher Education approved role and scope; and

WHEREAS, this proposed degree program has been approved by the department of Foreign Languages, the College of Arts and Sciences Curriculum Committee, and the UNA Curriculum Committee;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees for the University of North Alabama that it does hereby approve the micro-credential in Spanish for the Standardized Clinical Encounter subject to approval by the Alabama Commission on Higher Education.

Executive Summary

Re: Micro-credential in Spanish for the Standardized Clinical Encounter

College: Arts and Sciences

The department of Foreign Languages in the College of Arts and Sciences has developed a proposal for a micro-credential in Spanish for the Standardized Clinical Encounter to be offered within our online curriculum.

Healthcare degree programs across the country require students to complete clinical encounters on a variety of clinical cases. Programs that provide Spanish for healthcare also typically include a series of required Spanish-language clinical encounters. The University of North Alabama department of Foreign Languages proposes an online micro-credential in Spanish for the Clinical Encounter to satisfy a need for communication without translation. The non-degree program directly relates to the simulation training that licensed healthcare professionals or postgraduate healthcare students (i.e. medical students) have received or are currently receiving. The University will benefit through higher enrollments, and healthcare professionals will benefit from having direct communication with Spanish-speaking patients. The micro-credential for Spanish for the Clinical Encounter will serve the Spanish-speaking community and will support UNA's mission to pursue **inclusion and diversity**.

The micro-credential will assist with communication in the healthcare industry. Furthermore, most healthcare professional programs (colleges and universities) utilize simulation learning as an instructional method. According to the *International Nursing Association for Clinical Simulation and Learning* (INACSL) anyone that facilitates a healthcare simulation should have some type of training (*INACSL Standards of Best Practice, Simulation: Facilitation*, 2016). This micro-credential in Spanish will satisfy such a training need.

Reference

INACSL Standards Committee (2016, December). INACSL standards of best practice: Simulation Facilitation. *Clinical Simulation in Nursing*, 12(S), S16-S20. <http://dx.doi.org/10.1016/j.ecns.2016.09.007>.

Courses Proposed:

SP 290P Spanish for the Standardized Clinical Encounter I

SP 291P Spanish for the Standardized Clinical Encounter II

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences **Department Name:** Foreign Languages

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)–attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> *Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> *New/Revised Certificate Program |
| <input type="checkbox"/> *Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input checked="" type="checkbox"/> Other - Micro-credential | <input type="checkbox"/> **Change to General Education Component |

Will this proposal result in the need for a revised Faculty Credentials Certification Form? Yes ☒ No ☐

If yes, for whom: Dr. Andrea Nate

Will the change require additions or deletions to the Major's Course List? Yes ☐ No ☒

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. _____

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

The Department of Foreign Languages is proposing a micro-credential in Spanish for Healthcare. At the current time, there are no colleges in Alabama that offer such training as a micro-credential.

Program goals/objectives: Students will acquire a basic proficiency in listening comprehension and speaking during a Standardized Clinical Encounter at the ACTFL Novice Mid proficiency level within the context of the Standardized Clinical Encounter.

Program length: One semester (two eight-week periods)

Target Audience: Licensed healthcare professionals or current post-graduate healthcare students

Delivery format: 100% online

Proposed Courses for the Micro-credential in Spanish for Healthcare:

SP 290P: Spanish for the Standardized Clinical Encounter I (3 credits)

Part I of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. Students will acquire a basic proficiency in listening comprehension and speaking during a Standardized Clinical Encounter at the ACTFL Novice Mid proficiency level within the context of the Standardized Clinical Encounter. The course will teach basic greetings and introductions, as well as grammar and vocabulary needed to inquire about and understand a patient's chief complaint, onset, progression, and previous occurrences of symptoms. Students will also learn to communicate clearly and effectively during triage. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common cold or sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

Please note that SP 290P and SP 291P will not satisfy elective course requirements for degree-seeking students at UNA.

Proposed Banner Course Title (30 character maximum): SP-Stndrd Clinical EncounterI

The proposed change(s) will be effective beginning: Spring semester 2020 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: _____

04/29/2019

Date Approved by Department Curriculum Committee



Chair's Signature

Date Approved by College Curriculum Committee***

Academic Dean's Signature***

*Proposals within this category require submission and approval by ACHE. Consult ACHE website for appropriate form for submission with UCC form.

**Proposals within this category require submission to the VPAA for transmittal to the Gen Ed Work Group (GEWG) prior to Curriculum Committee consideration.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the NTICC/Curriculum Committee.

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts and Sciences **Department Name:** Foreign Languages

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)–attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> *Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> *New/Revised Certificate Program |
| <input type="checkbox"/> *Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input checked="" type="checkbox"/> Other - Micro-credential | <input type="checkbox"/> **Change to General Education Component |

Will this proposal result in the need for a revised Faculty Credentials Certification Form? Yes ☒ No ☐

If yes, for whom: Dr. Andrea Nate

Will the change require additions or deletions to the Major's Course List? Yes ☐ No ☒

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. _____

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

The Department of Foreign Languages is proposing a micro-credential in Spanish for Healthcare. At the current time, there are no colleges in Alabama that offer such training as a micro-credential.

Program goals/objectives: Students will acquire a basic proficiency in listening comprehension and speaking during a Standardized Clinical Encounter at the ACTFL Novice Mid proficiency level within the context of the Standardized Clinical Encounter.

Program length: One semester (two eight-week periods)

Target Audience: Licensed healthcare professionals or current post-graduate healthcare students

Delivery format: 100% online

Proposed Courses for the Micro-credential in Spanish for Healthcare:

SP 291P: Spanish for the Standardized Clinical Encounter II (3 credits)

Part II of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. A continuation of SP 290P. Students will learn to take and communicate a patient's medical, family, social, and sexual histories in Spanish. This course will also provide students with the grammar and vocabulary that they need to outline procedures and treatments, to give instructions (i.e. prepping a patient for a physical exam or giving medication instructions), and to communicate test results in Spanish at the ACTFL Novice High proficiency level within the context of the Standardized Clinical Encounter. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

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Please note that SP 290P and SP 291P will not satisfy elective course requirements for degree-seeking students at UNA.

Proposed Banner Course Title (30 character maximum): SP-Stndrd Clinical EncounterII


The proposed change(s) will be effective beginning: Spring semester 2020 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: _____

04/29/2019

Date Approved by Department Curriculum Committee


Chair's Signature

Date Approved by College Curriculum Committee***

Academic Dean's Signature***

*Proposals within this category require submission and approval by ACHE. Consult ACHE website for appropriate form for submission with UCC form.

**Proposals within this category require submission to the VPAA for transmittal to the Gen Ed Work Group (GEWG) prior to Curriculum Committee consideration.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the NTICC/Curriculum Committee.

SP - SPANISH (SP)

SP 1XX. Spanish Elective. (1-3 Credits)

SP101. Introductory Spanish. (3 Credits)

Emphasizes listening, speaking, reading and writing skills. Basic concepts of grammar are introduced. Course is enhanced with audio, video, software and Internet components. No prior knowledge of the language is required. (Fall)

Course Fees: \$30

SP 102. Introductory Spanish. (3 Credits)

A continuation of Spanish 101. Prerequisite: SP 101 or equivalent. (Spring)

Course Fees: \$30

SP 103. Spanish for Professionals. (3 Credits)

Through various specialized sections the course will teach basic communication skills in Spanish for those pursuing careers in education, social work, criminal justice, business or health care. May be repeated once. May substitute for SP 101 with departmental approval, to allow exceptionally prepared students to proceed to SP 102. SP 103 cannot be substituted for SP 101 in Area II of the General Studies Component. No prerequisites. (Fall, Spring, Summer)

Course Fees: \$30

SP 199. Service Learning. (3 Credits)

This course is designed to introduce students to Service Learning through the integration of academic learning about local, national, and global issues with service work addressing those concerns. Approval of supervising department required. (Offered upon sufficient demand.)

SP 201. Intermediate Spanish. (3 Credits)

Grammar review, pronunciation, conversation, diction, composition, and introduction to Spanish literature. Prerequisite: two years of high school Spanish or SP 102. (Fall)

Course Fees: \$30

SP 202. Intermediate Spanish. (3 Credits)

A continuation of Spanish 201. Prerequisite: SP 201 or equivalent. (Spring)

Course Fees: \$30

SP 290P. Spanish for the Standardized Clinical Encounter I. (3 Credits)

Part I of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. Students will acquire a basic proficiency in listening comprehension and speaking during a Standardized Clinical Encounter at the ACTFL Novice Mid proficiency level within the context of the Standardized Clinical Encounter. The course will teach basic greetings and introductions, as well as grammar and vocabulary needed to inquire about and understand a patient's chief complaint, onset, progression, and previous occurrences of symptoms. Students will also learn to communicate clearly and effectively during triage. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common cold or sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter. (Offered on sufficient demand).

SP 291P. Spanish for the Standardized Clinical Encounter II. (3 Credits)

Part II of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. A continuation of SP 290P. Students will learn to take and communicate a patient's medical, family, social, and sexual histories in Spanish. This course will also provide students with the grammar and vocabulary that they need to outline procedures and treatments, to give instructions (i.e. prepping a patient for a physical exam or giving medication instructions), and to communicate test results in Spanish at the ACTFL Novice High proficiency level within the context of the Standardized Clinical Encounter. Highlights of the

course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter. (Offered on sufficient demand).

SP 320. Spanish Grammar. (3 Credits)

This course is designed for students who have completed the basic and intermediate series of Spanish courses and are continuing their language study in a Spanish-speaking study abroad program. Spanish Grammar is an intensive grammar and conversation class designed to improve oral proficiency in the Spanish language. Prerequisite: SP 202 or instructor approval with demonstrated language proficiency. (Only offered in Study Abroad settings)

SP 350. Conversation and Composition. (3 Credits)

Practice in oral and written Spanish with development of grammatical usage. Prerequisite: SP 202 or departmental approval. (Fall)

SP 351. Spanish Civilization. (3 Credits)

Survey of Spanish civilization with emphasis on contemporary culture. Prerequisite: SP 202 or departmental approval. (Spring, odd-numbered years).

SP 352. Latin American Civilization. (3 Credits)

Survey of Latin American civilization with emphasis on contemporary culture. Prerequisite: SP 202 or departmental approval. (Spring, even-numbered years)

SP 290P: Spanish for the Standardized Clinical Encounter I

Instructor: Dr. Andrea Nate

Required Text: Hershberger, Robert, Susan Navey-Davis, and Guiomar Borrás Álvarez. Plazas: Lugar de encuentros. Boston, MA: Thompson Heinle, 2017.

Text Supplement: Cengage *MindTap*, online practice module and self-diagnostic

Course Description, Goals, Objectives, and Outcomes: Part I of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. Students will acquire a basic proficiency in listening comprehension and speaking during a Standardized Clinical Encounter at the ACTFL Novice Mid proficiency level within the context of the Standardized Clinical Encounter. The course will teach basic greetings and introductions, as well as grammar and vocabulary needed to inquire about and understand a patient's chief complaint, onset, progression, and previous occurrences of symptoms. Students will also learn to communicate clearly and effectively during triage. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common cold or sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

Grading:

Content Tests (3) and Syllabus/Canvas navigation quiz	20%
Daily Homework on Mindtap	20%
Final Exam (oral recording 10% and electronic/written 10%)	20%
Class Participation via Discussion For a (Posts and Videos)	20%
Standardized Patient Encounters/Objective Standardized Clinical Encounters (Mock Clinical Interviews) and reflections (2)	20%

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

SP 291P: Spanish for the Standardized Clinical Encounter II

Instructor: Dr. Andrea Nate

Required Text: Hershberger, Robert, Susan Navey-Davis, and Guiomar Borrás Álvarez. Plazas: Lugar de encuentros. Boston, MA: Thompson Heinle, 2017.

Text Supplement: *MindTap*, online practice module and self-diagnostic

Course Description, Goals, Objectives, and Outcomes:

Part II of II of a micro-credential for licensed healthcare professionals or current post-graduate healthcare students. A continuation of SP 290. Students will learn to take and communicate a patient's medical, family, social, and sexual histories in Spanish. This course will also provide students with the grammar and vocabulary that they need to outline procedures and treatments, to give instructions (i.e. prepping a patient for a physical exam or giving medication instructions), and to communicate test results in Spanish at the ACTFL Novice High proficiency level within the context of the Standardized Clinical Encounter. Highlights of the course include virtual, Standardized Clinical Encounters in the target language on a variety of cases, such as pregnancy and the common sinus infection. Contrary to medical interpretation courses, this immersion course aims to teach medical students and professionals to speak Spanish directly with patients, without the need for a translator or interpreter.

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