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How to Use This Handbook

The purpose of this Handbook is to assist MTSU faculty in preparing undergraduate curriculum changes and obtaining the necessary approval(s) with a minimum of time, effort, and paperwork.

The Handbook is divided into sections according to the administrative level required for approval. Each section contains a description or list of curriculum changes with a list of required forms and submission information. Not all curriculum changes are specifically described, only those which are most frequently used. For a complete list of curriculum changes, see Appendix B.

Procedure for Approval of Undergraduate Curriculum Changes

A. Follow Instructions for preparation of materials in relevant section(s) of Handbook.

B. Make sure all required forms, using only the most current forms, are complete with all necessary information and approval signatures. Proposals not on the most recent form or incomplete packages will be returned to departments. Copies of forms may be found in Appendix A. TBR forms can be found here https://www.tbr.edu/academics/academic-program-and-campus-site-approvals.

C. Do not put multiple proposals on one cover form. Separate forms are required for each proposed item.

D. If forms have more than one page, they must be collated. Pages should be numbered in case they become separated. It is the responsibility of the department to collate forms. Print all documents on one side of paper only.

E. Send forms to Provost Office by deadline date (two weeks prior to date of committee meeting). Reminders of deadline date will be announced in minutes of each meeting and are posted on the Curriculum Committee webpage http://www.mtsu.edu/ucc/. Curriculum changes received after the deadline date will be considered at the next month’s meeting. The last scheduled meeting for the academic year occurs in April.

F. Send a faculty representative who is knowledgeable about the curriculum change being requested to the Curriculum Committee meeting to be available in case the committee has questions.

G. All committee actions will be noted in the minutes. However, any actions (Disapproval, deferral, etc.) which require additional information will be communicated by memo to the appropriate person from the committee chairperson.

H. Carefully consider the effective date for a course change. Factors which affect timing of a course change include pre-registration and date that the change is reviewed by the Curriculum Committee. For example: a proposal to change the credit hours of a course “effective Spring 2016” will not occur unless the committee reviews and approves the proposal prior to pre-registrations in November 2015. For Summer/Fall effective date, it must be reviewed and approved by the committee prior to pre-registration in April. Proposed changes need to commence at the department level to allow sufficient time for Curriculum Committee approval, and also the Office of Academic Affairs, and TBR/THEC if applicable, several months prior to pre-registration for the effective term.

I. New Programs and changes to requirements of an existing program/major/concentration/minor can only be made effective with a fall semester.
MTSU Curriculum Committee

Purpose
The Curriculum Committee reviews all undergraduate curriculum proposals (except those for the General Education core) made by academic departments, colleges, and administration. Academic quality, student demand, cost, and prevention of excessive duplication of offerings are considered in reviewing proposals. Committee recommendations are reported to the University Provost/Office of Academic Affairs.

Membership
The Curriculum Committee is composed of two (2) faculty members from each undergraduate college and two (2) students. Academic deans are encouraged to attend meetings as non-voting, ex-officio committee members. http://www.mtsu.edu/policies/ The Director of General Education, Director of Enrollment Technical Services, Registrar, and Curriculum Specialist serve as ex-officio on the committee.

Officers
The election of a vice-chairperson and a secretary will be the first order of business at the first fall meeting. The vice chair will become the chair the following year. The elected secretary will review minutes for accuracy written by the Provost Office's assigned representative and will take minutes at meetings that the assigned representative cannot attend and then provide the minutes to the representative after the meeting.

Meetings
Regular meetings are held each month of the regular academic year at a time determined by the schedules of the members and could vary based on other dates on the university calendar (fall break/spring break, etc.). Special meetings shall be called at the discretion of the committee chair.

An agenda is prepared and posted to the Curriculum Committee website at least 10 days before the meeting. Upcoming meeting times and deadlines are posted on the Curriculum Committee website. Website address is http://www.mtsu.edu/ucc/. The proposals submitted will be posted on the site at least ten days before the meeting date in agenda order. Notification of posting will be sent to the following individuals/groups: Curriculum Committee members, Academic Deans, Department Chairs/School Directors, Graduate Dean, Director of Enrollment Technical Services (ex-officio), Library representative as designated by library, Curriculum Specialist (ex-officio), Director of Aging Studies, Director of Global Studies, Director of Women's and Gender Studies, Director of African-American Studies, and the Scheduling Department.

Committee meetings are conducted according to the latest edition of Robert’s Rules of Order. A quorum will consist of seven (7) voting members.
Undergraduate Curriculum Changes Which May Be Approved At Departmental Level

The following curriculum changes can be made at the department level and do not require approval of the Undergraduate Curriculum Committee:

- Changes in prerequisites for existing courses.
- Changes in course descriptions that do not involve major changes in course content.

Approvals Required:

- Department Chair/Director
- Academic Dean

Procedure:
Send changes either written on a copy of current catalog page(s) or on a separate sheet with a cover memo signed by the department head and College Dean stating that they have approved the changes with the date to the Scheduling Center, SSAC 240, to Enrollment Technical Services, SSAC 120, and to Curriculum Specialist, Box 224/CAB 111.

Undergraduate Curriculum Actions Which Require University Curriculum Committee Review

Separate MTSU cover memos (see Appendix A) must accompany each undergraduate curriculum change.

New Course and Course Change Proposals
The New Course and Course Change Proposal Form (see Appendix A) should be followed for all new course proposals and for substantive changes in existing courses. Reactivating of courses requires full proposals only if course content has changed substantially since the last time the course was offered.

In order to avoid excess proliferation of course offerings, consideration should be given to inactivating those courses which are under enrolled and/or infrequently offered.

When selecting your course number, contact the Registrar for assistance in selecting a number that has never been previously used and that fits in the proper level/sequence to help guide students when it should be taken.

Academic maps are required for some curricular changes—please refer to Appendix B to verify if your proposal will need one. There is an academic maps template on the provost website curriculum forms page at http://www.mtsu.edu/provost/curr.php.

Proposals should include emails or memos from the various owners of advice, indicating support for the course or proposed change. If the change requested may affect another college or major, attach documentation of support from the dean or chair of that college/department/major. If the proposed change mimics already approved classes in another college, department, or major, provide documentation of consultation with that college or department and their awareness and support of the proposed changes or new course.

Send the original printed on 1 side only of the following forms, using the most current format, (after approvals by departments and colleges involved) to the Office of Academic Affairs, CAB 111.

MTSU Cover Memo
Master Catalog Change Form
New Course and Course Change Proposal Form Part I – Course Justification
New Course and Course Change Proposal Form Part II – Course Outline
Other Undergraduate Curriculum Changes Which Require UCC Review

- Course Title Change**
- Course Number/Prefix Change**
- Changes in Credit Hours
- Cross-Listing of Courses
- Inactivation of Courses**
- Reactivation of Courses**
- Changes in Grading System
- Non-Substantive Revision in the Curriculum of Existing Majors, Minors, and Concentrations

**If no other changes are being requested, you may have 1 cover memo with an explanation and list of changes attached, but you must have a separate MCCF for each change being requested.

When requesting a course title change, if the course content is being significantly changed, this requires it to be submitted as a new course proposal.

If a proposal involves changes to a form, a copy of the old form must be submitted along with a new form showing the changes (e.g. Upper Division Form) requested.

Send the original printed on 1 side only of the following forms, using the most current format, (after approvals by department and colleges involved) to the Office of Academic Affairs, CAB 111.

Separate Cover Memo and separate sheet which describes the change for each proposed item (if not described on cover memo)
Separate Master Catalog Change Form for each proposed change (not required for Non-Substantive Revision in the Curriculum of Existing Major, Minors, and Concentrations)

Actions Which Are Approved At Provost Level

The following actions are taken at the Provost level and do not require approval of the Curriculum Committee:
- Modification of title of academic units
- Establishment or reorganization of academic units

Approvals Required:
- Department Chair/Director
- Academic Dean
- Provost
- President

Procedure:
Send completed TBR Name/Title Change Form with a cover memo signed by the department head and College Dean stating that they have approved the changes with the date to the University Provost Office, CAB 111 for final approvals and processing.
Undergraduate Curriculum Actions That Require Approval by the Undergraduate Curriculum Committee and Tennessee Board of Regents / Tennessee Higher Education Commission

- New Academic Program: Degree/Minor/Concentration/Certificate

**Preliminary discussion with the Provost is the first step for establishment of a new degree, which requires TBR and THEC approval. For initial campus approval this will necessitate a Feasibility Study (see [http://www.mtsu.edu/provost/curr.php](http://www.mtsu.edu/provost/curr.php)). Other curricular actions may also require a feasibility study at the request of the University Provost.**

**Other Curriculum Changes Which Require TBR/THEC Approval after UCC Review**

- Modification of Title of Program/Concentration
- Consolidate/Reorganize Existing Academic Program
- Substantive Change Affecting 18+ Credit Hours since last TBR approval
- Establish Degree Program from Existing Concentration
- Program Reactivation
- Program Termination
- Changes in Admission/Progression/Graduation Policy

The proposed actions that must be sent to Tennessee Board of Regents and/or Tennessee Higher Education Commission require preparation of additional materials (forms). Guidelines and forms are found on the Office of the University Provost website (Academic Affairs). Completion of the appropriate forms is **in addition** to forms required for Undergraduate Curriculum Committee approval. For example, for establishment of a new academic degree, the package will consist of a cover memo (MTSU form) indicating approvals at department and college levels, New Course and Course Change forms(s) if needed, and/or a description of other curriculum changes if needed. Depending on the academic action proposed, certain TBR forms are required (see chart Appendix B). All TBR/THEC forms should also be sent electronically to the Office of the Academic Affairs in their original format after approvals and any needed corrections are made.

**Required Copies of Forms**

One copy of the appropriate TBR forms, using the most current format, must be sent along with all other materials for the proposal described above to the University Provost office. Electronic copies of the completed TBR/THEC forms must be sent electronically to the office of the University Provost in their original format. Once approved by the curriculum committee and any needed corrections are made the electronic copies then should be submitted for approval to the Office of Academic Affairs. The Provost office, upon their approval, will then submit the documents that require the President’s signature to the President for final campus approval. Forms are then submitted to Tennessee Board of Regents and/or Tennessee Higher Education Commission by the office of the University Provost.
Appendix A
Cover Memo for Proposed Undergraduate Curriculum Changes
Submit original proposal printed on 1 side only to Provost Office

TO: University Undergraduate Curriculum Committee  
FROM: (Chair/Director) (Department/School/Program)
PROPOSAL WRITTEN BY: __________________________E-Mail Address:________________

I request that the following item be considered by the Committee: (please check all that apply)

- Proposed New Course
- Course Title Change
- Course Prefix/Number Change
- Change in Credit Hours
- Change in Grading System
- Inactivation of Course
- Reactivation of Course
- Cross Listing of Course
- Non-substantive Revisions in Curriculum of Existing Major, Minor, Concentration
- Other______________________________

Brief description of proposed change (attach separate sheet with complete information).
If new course proposal, list title and number of course.

The proposed change will be effective beginning:  ________ semester ________year

___________________________________________  ______________________
Signature, Department Curriculum Committee Chair  Date Signed

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course and have attached their letters of support to this proposal.

___________________________________________  _________________________________
Signature, Department Chair       Date Signed

___________________________________________  _________________________________
Signature, College Curriculum Committee Chair   Date Signed

___________________________________________  _________________________________
Signature, Academic Dean     Date Signed

___________________________________________  _________________________________
Signature, University Curriculum Committee Chair   Date approved by UCC
New Course and Course Change Proposal Form
This form consists of two parts. Part I is the Course Justification and Part II is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
</table>

A. Course description and objectives:
1. Describe the course, including clinical, internship or other experiential components.
2. Discuss the general and specific objectives of the course.

B. Course Justification
1. Indicate the projected enrollment in the course and the probable source of students.
2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.
3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.
4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.
5. If the proposed course is dual listed, provide a brief rationale for offering the course at multiple levels (e.g. 4000/5000 or 6000/7000), providing a separate graduate syllabus. If approved for undergraduate level, the proposal must then be sent to the Graduate Council (contact the Dean of Graduate Studies). Also, be sure to include justification for graduate credit when a course is dual listed in the course outline described below.

C. Course Integrity
1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.
2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.
4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.
5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.
6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.
D. **Course Costs**
   1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and technical assistance, computer assistance, and other related costs.

   2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

E. **Comments**
   Space available for any other pertinent information not previously covered.

---

### Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
<th>Credit</th>
</tr>
</thead>
</table>

A. **Course Description and Objectives** *(can copy and paste Part I, Section A)*
   1. Describe the course, including clinical, internship, or other experiential components.
   2. Discuss the general and specific objectives of the course.

B. **Outline of Course Topics**
   The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.

C. **Activities Possibly Required of Students**
   All activities that could possibly be required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.

D. **Proposed Evaluation Procedures**
   Evaluation procedures should be designed to assess the degree of student achievement of course competencies. Provide an example of an appropriate grading system for the course.

E. **References and Text**
   If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.

F. **Justification for Graduate Credit When a Course Is Dual Listed for both Undergraduate and Graduate**
   Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the...
purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students, with separate syllabi for each. Decisions regarding graduate credit reside with the Graduate Council.

G. Catalog Description
Catalog descriptions should include the course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The form of course descriptions in the current catalog should be followed. **Catalog description must be on a separate page.**
Master Catalog Change Form
Undergraduate

Department ______________________________ Subject ___________ Course No. ___________

Full title of course (100 characters only)
____________________________________________________________________________________

Credit hours __________ Contact hours, if different ______ Course taught with: ○ Standard Grading ○ Pass/Fail

Can be taken multiple times without calculating as repeat? ○ No ○ Yes How many times ______ Total Hours ______

CIP code (go to http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55) __ Fees (if applicable) _______________

Schedule type __________________________ Instructional Method ____________________________ (must be approved by TBR)

EFFECTIVE TERM: __________________________

☐ New course Abbreviated Title: __________________________________________ (30 characters only)

☐ Prescribed requirement (lower division courses only): □ Writing □ Reading □ Math

☐ Course title change Previous Abbreviated Title: __________________________________________

☐ Course prefix/number change Previous course prefix/number: __________________________

☐ Credit hours change Previous credit hours: __________________________________________

☐ Grading system change

☐ Change course to inactive status

☐ Change course to active status

☐ Cross-listing of existing course Cross-list with: ______________________________

☐ Other course changes __________________________________________

Course prerequisites/co-requisites/restrictions:
(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet:
(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description? ○ No ○ Yes (attach new catalog description, if required)

APPROVED ______________________________ Date ______________________________

Vice Provost for Academic Affairs:

FOR RECORDS OFFICE USE ONLY

Equivalents Attributes: UCC Approved: ____________
Course Beg End Records Entered: ____________

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

13

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Schedule Type*  
(Choose One Only)

**CLN** - Clinical: participation in client or client-related services, usually outside the institution.
**CLR** - Clerkship: learning by practical, hands-on experience under direct supervision of clinical faculty.
**DSR** - Dissertation: formal treatise presenting results of study submitted in partial fulfillment of doctoral degree.
**FLD** - Field: credit-bearing off-campus activity, possibly some classroom time also.
**IND** - Independent Study: individualized and often self-paced plan of study.
**LAB** - Laboratory: meets in defined physical setting (i.e. a lab) for the purpose of the application of methods and principles of a discipline, typically non-credit to supplement instruction of a traditional classroom section.
**LEC** - Lecture: standard non-variable/variable credit course.
**LLB** - Combined Lecture/Lab: instruction occurs in traditional classroom setting, consists of lecture and lab activities.
**MST** - Master's Thesis: formal treatise presenting results of study submitted in partial fulfillment of advanced degree.
**MUP** - Musical Group Performance: group demonstration/instruction with performance critique.
**PEA** - Physical Education Activity: practical application/activity in physical/athletic education.
**PRA** - Practicum: supervised and practical application of previously studied theory in a setting outside the classroom.
**PRL** - Private Lesson: individual instruction including one-to-one demonstration, performance critique.
**RCT** - Recitation: designed solely for group discussion, typically non-credit bearing, linked to credit-bearing course.
**RES** - Research: conduct undergraduate/graduate independent research or writing/submitting an undergraduate thesis.
**SEM** - Seminar: more interactive and smaller course forum than lecture.
**STU** - Studio: demonstration and application of design and theory in a defined physical setting (i.e. a studio).
**WSP** - Workshop: may have irregular start/end dates, especially graduate level; specific hours of actual work completed, evaluated, and revised to earn course credit; guest artists and experts may serve as instructors.

*Laboratory classes may be scheduled in the department's restricted access rooms at non-standard meeting times without approval. All other types of classes must have approval. To obtain an exception for a non-laboratory class, the department must email a request to the appropriate dean. If approved by the dean, the request is sent to the Vice Provost in Academic Affairs for approval. The request should include the term(s), room assignment, course number and section, proposed meeting time (days and hours), and reason for exception. The Senior Vice Provost will consider the type of course and the effects on student course schedules (including final exams) in determining approval. The Vice Provost will forward a response to the academic department, college dean, and Scheduling Coordinator.*

Instructional Method  
(Choose One Only)

**CIM** - Computer-Based Interactive Media: uses interactive computer software as the means by which to deliver instruction; the student completes computer "packages" in order to progress through the course.
**CLN** - Clinical: meeting at a clinical site, such as a hospital; not used for labs.
**CON** - Conventional Methodology: taught in the most conventional "chalk and talk" way. Sections are generally considered group instruction either for lecture, discussion group, and/or other traditional instructional medium, also physical education activities, science laboratory, and remedial and developmental sections.
**DIS** - Dissertation: specific courses which are, in fact, dissertation courses; used for only doctoral level courses which are designated as dissertation.
**HYB** - Hybrid (Online/On Campus): mix of instructional methods where no one instructional method equals over 90 percent of the content delivery.
**IND** - Independent Study: designated as independent study or for which students are enrolled on an independent study basis.
**NCM** - Other Non-conventional Methodology: used in circumstances where courses do not fit any of the other mediums of instruction; includes studio art, and applied music.
**PRA** - Student teaching/field supervision/co-op: apply to internships, cooperative experiences, field experience, intern teaching or student teaching type courses.
**RDP** - RODP Regents Online Degree: delivered on-line under the Regents On-line Degree program by the delivery institution.
**SLF** - Distance Learning: Correspondence: primarily self-instructional, self-paced methods of instruction; i.e. computer assisted, computer managed, or other non-traditional audio-visual instructional medium, correspondence courses.
**THS** - Thesis: both masters and specialists thesis-type courses.
**TWY** - Distance Learning: Videoconference: course sections where the course is broadcast to other locations.
**WEB** - Distance Learning: Online: access to the course is through Internet, Web Based, or a commercial on-line service computer.
Appendix B
## Undergraduate Curricular Changes

Preliminary discussion with Provost is the first step for establishment of a new degree, which requires TBR and THEC approval. For initial campus approval this will necessitate a Feasibility Study. (see [http://www.mtsu.edu/provost/curr.shtml](http://www.mtsu.edu/provost/curr.shtml))

<table>
<thead>
<tr>
<th>Proposed Action</th>
<th>Approval Required</th>
<th>Info Only</th>
<th>Forms Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish a New Academic Degree</strong></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modification of the title of an academic degree program/concentration when no other change involved</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modification of the title of an academic unit</strong></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change of degree designation</strong> for existing academic program or concentration (per written recommendation of disciplinary accreditation body or more accurately represent title to workplace)**</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change of degree designation</strong> for existing academic program or concentration when change involves significant curriculum shift in redefining program’s purpose**</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

CHART CONTINUED NEXT PAGE
<table>
<thead>
<tr>
<th>Proposed Action</th>
<th>Feasibility Study</th>
<th>Approval Required</th>
<th>Info Only</th>
<th>Forms Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change/Add degree designation for existing programs</td>
<td></td>
<td>X X X</td>
<td>X X</td>
<td>COV, 30 Day Rev. Form</td>
</tr>
<tr>
<td>Consolidate/Reorganize an Existing Academic Program (may require multiple actions/proposals)</td>
<td></td>
<td>X X X</td>
<td>X X</td>
<td>*** COV, 30 Day Rev. Form</td>
</tr>
<tr>
<td>Substantive Curriculum Modification (affecting 18 credit hours or more UG);(9 or more Grad), since last TBR approval</td>
<td></td>
<td>X X X</td>
<td>X X</td>
<td>*** COV, 30 Day Rev. Form</td>
</tr>
<tr>
<td>Establish a certificate less than 24 SCH</td>
<td></td>
<td>X X X</td>
<td>X X</td>
<td>COV, 30 day Rev. Form (provide curriculum, justify demand, and any alignment with other existing programs/certificates)</td>
</tr>
<tr>
<td>Establish a New Concentration or Minor (Minors may be approved by VCAA or referred to Board)</td>
<td></td>
<td>X X X</td>
<td>X X</td>
<td>*** COV, 30 day Rev. Form, FP (justify demand, show side-by-side comparison of proposed curriculum along with curriculum for any other concentrations or minors within the existing degree)</td>
</tr>
</tbody>
</table>

CHART CONTINUED NEXT PAGE
<table>
<thead>
<tr>
<th>Proposed Action</th>
<th>Approval Required</th>
<th>Info Only</th>
<th>Forms Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish free standing degree program from existing concentration with steady enrollment/graduation rate for period of at least 3 yrs. (does not compromise remaining degree and does not require new faculty resources)</td>
<td>X X X X</td>
<td>X</td>
<td>Master Catalog Change Form (MCCF) (MTSU Form)</td>
</tr>
<tr>
<td>Establish free standing degree program from existing concentration for more accurate representation of title to the workplace.</td>
<td>X X X X</td>
<td>X</td>
<td>TBR/ THEC Forms</td>
</tr>
<tr>
<td>Reactivation of a program that was placed on inactivation within the past 3 years</td>
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<td>Substantive revision of course content</td>
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**MTSU COVER MEMO IS REQUIRED FOR ALL PROPOSAL TYPES**

**LON**=Letter of Notification required-see THEC policy A.1.0 New Academic Programs Approval Process; THEC Policy A.1.1 New and Modified Academic Programs; TBR Policy 2:01:01:00 Approval of Academic Programs, Units, and Modifications; and TBR Guideline A010 Academic Programs Letters of Intent and Proposals for guidance

***Academic maps required-see template on Provost Curriculum Changes page http://www.mtsu.edu/provost/curr.php

*****Inactivate only if plan to reactivate within 3 years. If not reactivated within 3 years, will automatically terminate and be removed from API

All proposals must be approved by the applicable department curriculum committee, college curriculum committee, department chair/director, college dean, the University Curriculum Committee, Provost Office, and the President (if applicable).

All proposals must include all required forms as indicated above for consideration.

Dual listed (e.g. 4000/5000 or 6000/7000) courses must also be approved by the Graduate Curriculum Council. University Curriculum Committee can only recommend approval of the undergraduate portion.

Revised July 2015
Appendix C
TBR FORMS

- **Cover Page** *Required for all proposals*
  - This form serves to document support for the proposed actions through the institution's established approval process and from the president.

- **Letter of Application Form**
  - For details see TBR Guideline A-010

- **Implementation Portfolio Form**

- **Request for 30 Day Review Action Form**

- **Name/Title Change Form** *Provost Office* to submit as e-mail attachment to the Vice Chancellor for Academic Affairs* after approved by Curriculum Committee and/or Provost-(see page 5-6).
  - This form is used to change the name of existing academic programs or academic units when no other change is involved. No other form is submitted to TBR with this form. Approval is granted by the Vice Chancellor for Academic Affairs.

- **THEC Financial Projections Form**
  - This form is required for any proposal with new costs. The format is set by THEC and cannot be altered.

All TBR forms are at [https://www.tbr.edu/academics/academic-program-and-campus-site-approvals](https://www.tbr.edu/academics/academic-program-and-campus-site-approvals)
Appendix D
A. Course description and objectives:
   1. Description:

This course has been specially designed for students majoring in an Applied Science program who want to learn basic phrases, grammar, medical vocabulary in Spanish, and the cultural impact Hispanic cultures have on America's healthcare. The areas of focus for the course are as follows: (1) beginning Spanish focusing on health, (2) pronunciation and introduction of some basic grammar, (3) basic vocabulary related to healthcare and (4) cultural competence when caring for Hispanic patients. This proposed course will be an online course, with some interface capabilities designed to help beginners ask and answer questions to their future Spanish-speaking patients/clients. Online class time will consist of PowerPoint presentations deepening students' knowledge of the current situation in bilingual healthcare; audio practice whereby students will have to repeat several key phrases in Spanish in order to familiarize themselves with the spoken language; some one-on-one conversations related to the clinical setting; some grammar and pronunciation instruction; and a research paper that discusses aspects of the use of Spanish in the medical setting. Some topics to be covered in class include the following: assessing medical history and health risks, physical examinations and parts of the body, illnesses and diseases, equipment and locations within the hospital or clinic, etc. Also, students will be expected to practice their language skills on a regular basis outside of their online coursework. This practice is essential for strengthening speaking and listening skills as the course progresses.

2. Objectives: Upon completion of this course and related activities, the student will be able to:

   a. identify the linguistic factors necessary for developing a rapport with Hispanic patients by participating in conversations when there is no medical interpreter present, and recognizing that this course will not substitute for a qualified interpreter.
   b. demonstrate sufficient speaking abilities necessary to gather information from patients using primarily the present, past tenses and perfect tenses.
   c. identify cultural and social factors that influence interactions with healthcare providers and Hispanic patients.
   d. work with persons with limited English proficiency (LEP) effectively in clinical situations with a medical interpreter.
   e. use the process of second language learning to demonstrate more culturally effective communication behaviors for use in situations with limited English proficiency patients.
   f. provide additional language and health resources for healthcare providers and patients.
B. Course Justification

1. Since this will be a lower-level course and due to oral practice via web-camera, the course will be limited to 20 students.

2. Many students who major in sciences are finding a need for Spanish after graduation. Among them are primarily the School of Nursing and Health and Human Performance students. This course would help such students to fulfill professional pursuits when working with Limited English Proficiency (LEP) patients. The cultural awareness achieved in this course would translate to other languages aside from Spanish. Additionally, in 1994 the Foreign Languages and Literatures Department received a grant titled, Undergraduate International Studies and Foreign Language Program, which established the courses such as Business Spanish, Business French, Business German, Business Japanese, Global Studies and the Middle Eastern Studies. This proposed course falls perfectly in line with the goals and objectives from that grant, specifically Objective 4, “Strengthen the Foreign Language Program” through Article A, “Development of Applied Language Courses.”

3. While there is a Medical Terminology course (HUM 2130) in the Foreign Languages and Literatures Department, which focuses on the Latin basis for medical terminology, there is no course so far on campus that covers medical Spanish at this level, nor that addresses the cultural component, so integral in establishing a rapport with patients/clients. Additionally, the Department Chair and the instructor creating this new course have communicated with the faculty and chairs of the School of Nursing and the Health and Human Performance Program in order to establish a need for such a course. It has been determined that there is an interest and need for such an online course.

4. Medical Spanish courses are being offered in the area by the Tennessee Foreign Language Institute (TFLI) and other universities and community colleges in the area. However, MTSU students would have to pay additional money out-of-pocket for these courses, and they would not show up on their MTSU transcripts. Offering this course not only places MTSU among the other language institutes that have already seen and predicted a need for such a course, but would allow their students the opportunity to take said course while on financial aid, simultaneously with their other related courses, thereby aiding our students in becoming future culturally aware professionals in the health service industry.

C. Course Integrity

1. There are no prerequisites. However, it is recommended for students of SPAN 1035 to have completed of two or more years of high school Spanish or other language, SPAN 1020 or equivalent, or with permission from the instructor.

2. The primary faculty member who will teach this online course is Anne Lawn. Mrs. Lawn holds an MA in Bilingual Legal Interpreting and has interpreted for over 7 years both in the legal and medical fields, including but not limited to free clinics (Sea Island Barrier Clinic, Dream Center), several health fairs, and a university hospital (MUSC) in South Carolina. She helped to develop and taught Beginner, Intermediate and Advanced
Medical Spanish courses for the College of Nursing at the Medical University of South Carolina (MUSC). During the two years she was the instructor for these courses, her students ranged from the Colleges of Nursing, Medicine, Pharmacy, and Health Professions. Should Mrs. Lawn not be able to continue teaching this course for any unforeseen reason, the department will ask Jason Pettigrew to teach it.

3. There are no special physical facilities that the department does not already have access to for this course.

4. The materials provided by the library and other resource centers are currently adequate for the instruction of this course. Any supplemental resources needed can be found online.

5. While there is currently a National Medical Interpreting Certification available, this course is not an interpretation course. SPAN 3035 will give its students a very clear understanding of what medical interpreters do, their ethics and responsibilities in their field, and how to best work with them as future healthcare providers.

6. This course was proposed to the Department Chairs of the Foreign Language and Literatures Department, the School of Nursing and the Health and Human Performance Doctoral Program, in addition to some select faculty members within Health and Human Performance Undergraduate Studies.

D. Course Costs
   1. There will be no additional costs for this course outside the faculty salary, which has been budgeted for already.

E. Comments
   While it is a known fact that in the past several decades our country has had to respond to the growing Spanish-speaking population, what might not be as well known is that Hispanics, or Latinos, are currently the largest minority in the country. The healthcare system sees Spanish-speaking patients and clients for a variety of reasons: maternity/OB care and pediatrics (Latino families have on average 1 to 2 more children than the average Anglo family in the US), physical therapy (workman's compensation claims cover an increasing number of Hispanic patients), urgent care and more. Healthcare professionals find that their jobs become much easier when they are able to at least build a rapport with their clients. Being able to communicate in the patient’s mother tongue and read unspoken cultural clues is an essential step in forming this rapport so that Spanish-speaking patients can receive the best care possible.
Part II – Course Outline

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Prefix</th>
<th>Number</th>
<th>Title of Course</th>
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<td>Foreign Lang. &amp; Lit.</td>
<td>SPAN</td>
<td>1035</td>
<td>Introduction to Medical Spanish</td>
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<td>3 hrs</td>
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A. Course description and objectives:

1. **Description:**
   This course has been specially designed for students majoring in an Applied Science program who want to learn basic phrases, grammar, medical vocabulary in Spanish, and the cultural impact Hispanic cultures have on America's healthcare. The areas of focus for the course are as follows: (1) beginning Spanish focusing on health, (2) pronunciation and introduction of some basic grammar, (3) basic vocabulary related to healthcare and (4) cultural competence when caring for Hispanic patients. This proposed course will be an online course, with some interface capabilities designed to help beginners ask and answer questions to their future Spanish-speaking patients/clients. Online class will consist of PowerPoint presentations deepening students' knowledge of the current situation in bilingual healthcare; audio practice whereby students will have to repeat several key phrases in Spanish in order to familiarize themselves with the spoken language; some one-on-one conversations related to the clinical setting; some grammar and pronunciation instruction; and a research paper that discusses aspects of the use of Spanish in the medical setting. Some topics to be covered in class include the following: assessing medical history and health risks, physical examinations and parts of the body, illnesses and diseases, equipment and locations within the hospital or clinic, etc.

2. **Objectives:** Upon completion of this course and related activities, the student will be able to:
   
   a. identify the linguistic factors necessary for developing a rapport with Hispanic patients by participating in conversations when there is no medical interpreter present, and recognizing that this course will not substitute for a qualified interpreter.
   b. demonstrate sufficient speaking abilities necessary to gather information from patients using primarily the present, past tenses and perfect tenses.
   c. identify cultural and social factors that influence interactions with healthcare providers and Hispanic patients.
   d. work with persons with limited English proficiency (LEP) effectively in clinical situations with a medical interpreter
   e. use the process of second language learning to demonstrate more culturally effective communication behaviors for use in situations with limited English proficiency patients
   f. provide additional language and health resources for healthcare providers and patients.

B. Outline of Course Topics: Possible course topics may include the following:
   - Introduction of present tense; Why Is This Course So Important?; The Demographics of Our Spanish-Speaking Population in the US; Introducing the Medical Interpreter
   - Introduction of *ser* and *estar*; Describing Patients
   - Introduction of *tener*; Cold and Flu Symptoms; Comfort Expressions
• Pain and the use of *doler*; The Pain Scale and Its Cultural Complications; Parts of the Body
• Vocabulary of Childhood Illnesses
• *La Familia* and Their Role in Healthcare
• Introduction of *padecer*, *sufrir*; Hereditary Illnesses; Medication, the Pharmacy and Dosing Instructions
• Introduction of commands; Classes of Medications and Side Effects; Nutrition, Meals and Foods
• The Five Food Groups; What is WIC and vocabulary to express need
• Introduction and recognition of the past tense; Physical Exams; Tests and Procedures
• Vocabulary of Surgery and Test Results; Review of Systems; Infectious and Tropical Diseases
• Talking about Vaccinations; Surgical History and Procedures; Internal Organs and Gland
• Vocabulary for Women's Health; *Chamanes* and *Curanderos*; Workman's Compensation

C. Activities Required of Students
Graded assignments may include: online homework assignments; weekly vocabulary quizzes; conversation exams; and take a comprehensive final exam.

D. Evaluation Procedures may include:
- Homework - 20%
- Quizzes (weekly)- 30%
- Final Exam - 20%
- Oral Exams (2)– 30%
- Total 100 %

This course uses a traditional A,B,C,D,F (+-) grading scale e.g. 59 and below (F); 60-62 (D-); 63-67 (D); 68-69 (D+); 70-72 (C-); 73-76(C); 77-79 (C+); 80-82 (B-); 83-86 (B); 87-89 (B+); 90-100 (A).

E. References and Texts
The following texts may be used for the proposed course:


G. Catalog Description

1035 Introduction to Medical Spanish. Three credits. An online introduction to the linguistic and cultural skills needed to work with Spanish-speakers in a healthcare setting. No prerequisite, but two years of high school language or equivalent are recommended.
Example #2 of New Course Proposal

New Course Proposal Form

Part 1 – Course Justification

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<td>Spanish for Medical Professions</td>
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A. Course description and objectives:

1. Description:

   This course has been specially designed for Spanish majors and minor who want to apply their knowledge of Spanish to the medical field. An advanced level of grammar, vocabulary, and the cultural issues impacting Hispanics in the context of America's healthcare will be treated. The areas of focus for the course are as follows: (1) high intermediate conversational Spanish focusing on health, (2) pronunciation and some review of more advanced grammar, (3) vocabulary related to healthcare and (4) cultural competence when caring for Hispanic patients. The teaching methods used in the course are based on the communicative approach to language learning. Therefore, students will be expected to speak in Spanish during each class meeting. Class time will consist of lectures deepening students' knowledge of the current situation in bilingual healthcare; one-on-one conversations, role plays, and dialogues related to the clinical setting; grammar and pronunciation reviews; and student-led presentations. Some topics to be covered are as follows: assessing medical history and health risks, physical examinations and parts of the body, illnesses and diseases, equipment and locations within the hospital or clinic, etc. Also, students will be expected to practice on a weekly basis outside of class. This course may include a brief experiential component, depending on availability and community interest.

2. Objectives: Upon completion of this course and related activities, the student will be able to:

   a. identify the linguistic factors necessary for developing a rapport with Hispanic patients by participating in conversations when there is no medical interpreter present, and recognizing that this course will not substitute for a qualified interpreter.
   b. demonstrate sufficient speaking abilities necessary to gather information from patients using primarily the present, past tenses and perfect tenses.
   c. identify cultural and social factors that influence interactions with healthcare providers and Hispanic patients.
   d. work with persons with limited English proficiency (LEP) effectively in clinical situations with a medical interpreter.
   e. use the process of second language learning to demonstrate more culturally effective communication behaviors for use in situations with limited English proficiency patients.
   f. provide additional language and health resources for healthcare providers and patients.
B. Course Justification
1. As an upper-level course and in order to develop oral production, the course will be limited to 16 students.

2. Many Spanish majors and minors have other majors in the sciences, including but not limited to nursing, biology, pre-med and chemistry. This course would naturally complement all of these students' professional goals.
3. There is a currently a Medical Terminology course (HUM 2130) in the Foreign Languages and Literatures Department, which focuses on the Latin basis for medical terminology, but no course so far on campus covers medical Spanish. The Department Chair and the instructor creating this new course have communicated with Spanish majors and the faculty and chairs of the School of Nursing and the Health and Human Performance Program in order to establish an interest for such a course.
4. Medical Spanish courses are being offered in the area by the Tennessee Foreign Language Institute (TFLI) and other universities and community colleges in Tennessee. However, MTSU students would have to pay additional money out-of-pocket for these courses, and they would not show up on their MTSU transcripts. Offering this course not only places MTSU among the other language institutions that have already seen and predicted a need for such a course, but would allow their students the opportunity to take said course while on financial aid, simultaneously with their other related courses, thereby aiding our students in becoming future bilingual, culturally aware professionals in the health service industry.

C. Course Integrity
1. The prerequisite for SPAN 3035 is the completion of SPAN 3010-3020 or its equivalent, or permission from the instructor.

2. The primary faculty member who will teach this course is Anne Lawn. Mrs. Lawn holds an MA in Bilingual Legal Interpreting and has interpreted for over 7 years both in the legal and medical fields, including but not limited to free clinics (Sea Island Barrier Clinic, Dream Center), several health fairs, and a university hospital (MUSC) in South Carolina. She helped to develop and taught Beginner, Intermediate and Advanced Medical Spanish courses for the College of Nursing at the Medical University of South Carolina (MUSC). During the two years she was the instructor for these courses, her students ranged from the Colleges of Nursing, Medicine, Pharmacy, and Health Professions. Should Mrs. Lawn not be able to continue teaching this course for any unforeseen reason, the department will ask Jason Pettigrew to teach the course.

3. There are no special physical facilities that the department does not already have access to for this course.

4. The materials provided by the library and other resource centers are currently adequate for the instruction of this course. Any supplemental resources needed can be found online.

5. While there is currently a National Medical Interpreting Certification available, this course is not an interpretation course. SPAN 3035 will give its students a very clear
understanding of what medical interpreters do, their ethics and responsibilities in their field, and how to best work with them as future healthcare providers.

6. In preparation for proposing this course, the following faculty were consulted: Spanish Section faculty meeting, the Department Chairs of the Foreign Language and Literatures Department, the School of Nursing and the Health and Human Performance Doctoral Program, in addition to some select faculty members within Health and Human Performance Undergraduate Studies.

D. Course Costs

1. There will be no additional costs for this course outside the faculty salary, which has been budgeted for already. Should there be an experiential component included later in the course description, the potential cost would be the responsibility of the student, i.e. gas, food, etc.

E. Comments

While it is a known fact that in the past several decades our country has had to respond to the growing Spanish-speaking population, what might not be as well known is that Hispanics, or Latinos, are currently the largest minority in the country. The healthcare system sees Spanish-speaking patients and clients for a variety of reasons: maternity/OB care and pediatrics (Latino families have on average 1 to 2 more children than the average Anglo family in the US), physical therapy (workman's compensation claims cover an increasing number of Hispanic patients), urgent care and more. Healthcare professionals find that their jobs become much easier when they are able to at least build a rapport with their clients. Being able to communicate in the patient’s mother tongue and read unspoken cultural clues is an essential step in forming this rapport so that Spanish-speaking patients can receive the best care possible.
Part II – Course Outline

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<tr>
<td>Credit</td>
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A. Course description and objectives:

1. Description:
   This course has been specially designed for Spanish majors and minor who want to apply their knowledge of Spanish to the medical field. An advanced level of grammar, vocabulary, and the cultural issues impacting Hispanics in the context of America's healthcare will be treated. The areas of focus for the course are as follows: (1) high intermediate conversational Spanish focusing on health, (2) pronunciation and some review of more advanced grammar, (3) vocabulary related to healthcare and (4) cultural competence when caring for Hispanic patients. The teaching methods used in the course are based on the communicative approach to language learning. Therefore, students will be expected to speak in Spanish during each class meeting. Class time will consist of lectures deepening students' knowledge of the current situation in bilingual healthcare; one-on-one conversations, role plays, and dialogues related to the clinical setting; grammar and pronunciation reviews; and student-led presentations. Some topics to be covered are as follows: assessing medical history and health risks, physical examinations and parts of the body, illnesses and diseases, equipment and locations within the hospital or clinic, etc. Also, students will be expected to practice on a weekly basis outside of class. This course may include a brief experiential component, depending on availability and community interest.

2. Objectives: Upon completion of this course and related activities, the student will be able to:

   a. identify the linguistic factors necessary for developing a rapport with Hispanic patients by participating in conversations when there is no medical interpreter present, and recognizing that this course will not substitute for a qualified interpreter.
   b. demonstrate sufficient speaking abilities necessary to gather information from patients using primarily the present, past tenses and perfect tenses.
   c. identify cultural and social factors that influence interactions with healthcare providers and Hispanic patients.
   d. work with persons with limited English proficiency (LEP) effectively in clinical situations with a medical interpreter.
   e. use the process of second language learning to demonstrate more culturally effective communication behaviors for use in situations with limited English proficiency patients.
   f. provide additional language and health resources for healthcare providers and patients.

B. Outline of Course Topics – Topics covered in the course may include:

- Why Is This Course So Important?; The Demographics of Our Spanish-Speaking Population in the US; Introducing the Medical Interpreter
- Review and use of ser and estar; Describing Patients
- Review and uses of tener; Cold and Flu Symptoms; Comfort Expressions
• Review of preterite and imperfect, uses in the medical conversation; Accidents and Injuries; Childhood Illnesses
• Pain and the use of *doler*, The Pain Scale and Its Cultural Complications; Parts of the Body *La Familia* and Their Role in Healthcare; Review of the present perfect
• Review of direct and indirect object pronouns; Hereditary Illnesses; Medication, the Pharmacy and Dosing Instructions
• Review and use of formal and informal commands; Classes of Medications and Side Effects; Nutrition, Meals and Foods
• The Five Food Groups; What is WIC and how to talk about it.
• Physical Exams; Tests and Procedures
• Review and use of *padecer, sufrir*; Surgery and Test Results; Review of Systems; Infectious and Tropical Diseases
• Vaccinations; Surgical History and Procedures; Internal Organs and Gland
• Women's Health; *Chamanes* and *Curanderos*; Workman's Compensation

C. Activities Required of Students

Assignments may include: participation grade for speaking in Spanish in class; presentations in Spanish related to healthcare and the effect Spanish-speakers have on it; weekly vocabulary quizzes; conversation exams; role-playing activities, mock interviews and dialogues; vocabulary building homework assignments; a comprehensive final exam.

D. Evaluation Procedures may include:

- Participation - 20%
- Homework - 20%
- Quizzes (weekly)- 10%
- Presentations (2) - 20%
- Final Exam - 15%
- Oral Exams (2)– 15%

Total 100%

This course uses a traditional A,B,C,D,F (+-) grading scale e.g. 59 and below (F); 60-62 (D-); 63-67 (D); 68-69 (D+); 70-72 (C-); 73-76(C); 77-79 (C+); 80-82 (B-); 83-86 (B); 87-89 (B+); 90-100 (A).

E. References and Texts

The following are texts may be used for the proposed course:


G. Catalog Description

3035  **Spanish for Medical Professions.** Three credits. Prerequisite: SPAN 3010-3020 or equivalent, or permission of instructor. The linguistic and cultural skills to work with Spanish-speaking patients in a healthcare setting.