

TITLE VI GRANT PROPOSAL

TITLE:

Spanish Language Proficiency and International Cultural Experience for Healthcare Professionals

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INTRODUCTION

In order to address the needs of the Hispanic communities in California — the fastest-growing minority group — California State University, San Bernardino (CSUSB) and California State University, Sacramento (CSUS) are committed to developing a **new Certificate Program in Spanish for Healthcare Professionals including an international cultural experience in Costa Rica**. Considering California's Hispanic demography, the proposal includes two partnering institutions: CSUSB in the southern part of the state and CSUS in the northern part. This provides a means of addressing the same needs of a larger segment of California's Hispanic population. Working collaboratively, the CSUSB and CSUS teams will develop the necessary **specialized instructional materials** and **international practica** together with **two interdisciplinary steering sub-committees** (one at each campus) and adapt the Certificate to the individual campus settings for offering, while using the same jointly developed model, materials, and international cultural experience. This collaborative proposal reflects both campuses' commitment to internationalizing the curriculum and to adequately preparing students for their professional careers. It also fits in with the Modern Language Association's (MLA's) white paper on New Structures for Foreign Language departments (www.mla.org/flreport) that seeks to enrich the language curriculum through the offering of interdisciplinary coursework.

The importance of culturally and linguistically appropriate healthcare services to address the needs of Hispanic communities is emphasized considering that several studies have shown that "cultural sensitivity and effective communication are top priority for Latinos when meeting with a health care provider. Common language (and culture) between patient and physician can increase levels of trust and comfort."¹

¹ Binational Healthweek 2011 Campaign Guide. <http://www.binationalhealthweek.org>.

California State University, San Bernardino. CSUSB is located about 70 miles east of Los Angeles and comprises a 27,000 square mile service area, which includes the two counties of San Bernardino and Riverside, known collectively as the *Inland Empire*. Both counties are experiencing **rapid population growth, in particular with Hispanics**. According to the 2010 Census (www.census.gov), more than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population. In San Bernardino County, Hispanics form 49.2% of the population and in Riverside County 45.5%, both higher than average for Hispanics in California, which lies at 37.5%. Thus, Hispanics constitute one of the fastest growing populations in CSUSB's service area, a growth that has produced an **urgent need for linguistically and culturally prepared Spanish-speaking healthcare professionals in the area**. CSUSB, already a Hispanic-serving institution, has long focused on meeting the needs of its culturally-diverse service area and is responding to this urgent need by **developing a new Certificate Program in Healthcare Spanish, including the creation of specialized instructional materials for four new courses and a new international experience**. This connects the educational needs of students and faculty research interests with CSUSB's educational and business partners locally and internationally. Recently, the *Center for the Promotion of Health Disparities Research & Training* was established at CSUSB to promote research and training on health inequities among differing racial, economic, and ethnic groups in the United States. Through the support of this Center and the service-learning component of the new Certificate faculty and students will build strong community partnerships addressing the language needs of the Hispanic population and leading to new research in health disparities.

California State University, Sacramento. CSUS' service area also has a **pressing need of Spanish-speaking healthcare professionals who can serve the growing Hispanic population**.

CSUS is located in the State's capital city, an area known as *Greater Sacramento* and includes Sacramento County and the adjoining counties of Yolo, Placer, and El Dorado. The Hispanic population in these counties has experienced a rapid growth since 2000. Compared to the total population growth of 19.6% between 2000 and 2010 in the Greater Sacramento area, the Hispanic population experienced a growth of 55.9% (www.census.gov). The critical need for healthcare professionals that can relate linguistically and culturally to meet the needs of the growing Hispanic communities in northern California was addressed by a study conducted at CSUS (McGinty et. al., 2006).² The purpose of the study was to determine the extent of whether clinicians in Northern California encounter patients with Limited English Proficiency (LEP) that seek services in Physical Therapy and to ascertain the means of communication with these patients. The results show that out of the 82% of all Northern California counties represented in the study, 85% report treating patients with LEP (of which 89.9% speak Spanish). Only 46% of clinics offer instruction in Spanish.

The development of this new Certificate Program in Spanish for Healthcare Professionals is an over-due response to address the needs of California's Hispanic communities and the professionals who are in charge of providing health and social services to them. If funded, the goals of the project include the **development of specialized instructional materials for healthcare professionals** and the creation and adaptation of courses at both campuses to help students gain **specialized linguistic knowledge and international cultural competence combining intensive course-based learning, international cultural activities, and internship opportunities locally and abroad**. Graduates who have completed the Certificate in Healthcare

² McGinty S, Avalos L, Bhim M, Lopez T, Osborne R, "A study of limited English proficiency (LEP) in patients served by physical therapy practices in northern California." Conference proceedings, *California Physical Therapy Association Annual Meeting*, San Jose, CA, 2006

Spanish will fill the current gap in the regional workforce of adequately prepared healthcare professionals and will be attractive to employers elsewhere seeking individuals who are linguistically and culturally competent and knowledgeable about the peoples and cultures of Latin America, a culturally and linguistically manifold region. It will also serve as a model for other programs in Healthcare Spanish, and the **developed specialized instructional materials** will be **freely available for download** to anyone interested on the program website.

1. PLAN OF OPERATION

To create a **Certificate in Healthcare Spanish CSUSB and CSUS will partner to develop appropriate specialized instructional materials for second-year and third-year Spanish language and Hispanic culture courses and a culminating international experience.**

More specifically, **CSUSB** will **develop four new courses**: three second-year specialized Spanish language courses (SPAN 251, 252, 253) and one third-year specialized Hispanic culture course (SPAN 351). It was decided to start with the second year language classes for the Certificate for two reasons: (1) an intermediate level of language instruction allows for more complex vocabulary and more specialized communicative tasks and (2) given that many students already have some prior knowledge of Spanish through highschool instruction, family members, the community, or work, a large number of them test out of the first year language classes. The newly developed competency-based courses will focus on medical/healthcare terminology and cross-dialectal and cross-cultural variation within Latin America; the culture class (SPAN 351) will cover more specific cultural practices and taboos. In addition, CSUSB will **adapt two current courses**, a third-year specialized Spanish language course (SPAN 312B: *Spanish for the Professions*) and a fourth-year internship course (SPAN 575) to fit the program. At CSUSB, the

Certificate in Healthcare Spanish will consist of a total of 29 quarter hours (see TABLE 1). The specialized instructional materials will consist of a **second-year specialized electronic Spanish language textbook, a third-year hypertextbook that includes specialized medical/healthcare terminology, and a third-year specialized Hispanic culture electronic textbook**, all with authentic medical/healthcare materials from various Spanish-speaking countries. The **content and topics** for the materials will be **elaborated with an interdisciplinary steering committee**.

At CSUS, the **Certificate in Healthcare Spanish** will consist of five courses. Four of the courses are current courses that will be adapted for content: two second-year specialized Spanish language courses (SPAN 2A and 2B) will focus on medical/healthcare vocabulary at the intermediate level, one third-year Spanish for the Healthcare professionals course (SPAN 121) will include more specialized medical/healthcare terminology, and one third-year course specialized on Hispanic culture course (SPAN 152) will focus on cross-cultural variation within Latin America. CSUS will also create a one-unit Practicum course in Healthcare Spanish (SPAN 199). At CSUS, the Certificate will consist of a total of 15 semester-hours (see TABLE 1).

Both campuses will use **the same newly developed specialized instructional materials and implement the same international practica in Costa Rica**. The practica will consist of a cultural experience and appropriate international practicum in the student’s field of study (nursing, health science, etc.) and serve as the culminating experience for the Certificate.

TABLE 1: Certificate in Healthcare Spanish

	Course content	CSUSB	CSUS
Lower Division (2nd year language courses)	Intermediate Healthcare Spanish I Intermediate Healthcare Spanish II Intermediate Healthcare Spanish III Junior Assessment (CSUSB) 13 quarter hrs/8 semester hrs	SPAN 251* 4 qtr hours SPAN 252* 4 qtr hours SPAN 253*4 qtr hours SPAN 295 1 qtr hour 13 quarters hrs	SPAN 2A ** (Inter Healthcare Spanish [A]) 4 sem hours SPAN 2B ** (Inter Healthcare Span [B]) 4 sem hours 8 semester hours
Upper Division	Spanish for the Professions: Health Sciences	SPAN 316B 4 qtr hours Choose 4 units from ¹	**SPAN 121 3 sem hours

	Spanish in the United States Spanish Dialectology	- SPAN 321 4 qtr hours - SPAN 322 4 qtr hours	
Costa Rica	Culture, Health, Food:Latin America International Practicum in Healthcare Spanish and cultural experience	SPAN 351* 4 qtr hours SPAN 575 1-4 qtr hours ²	**SPAN 152 3 sem hours *SPAN 199 1 sem hour

* New course to be developed

** Courses will be adapted for the Healthcare Professional track

¹ SPAN 321 and 322 are regularly offered at CSUSB once a year each

² SPAN 575 may be substituted by practica in health-related majors, as long as they adopt the same requirement which includes the practicum take place in Costa Rica and include a cultural component

To maximize resources, CSUSB and CSUS will team up working with a **Multi-Campus Interdisciplinary Steering Committees to develop the specialized instructional materials.**

Each institution will then exercise different implementation plans to fit the needs of their respective programs. CSUSB will create an independent Certificate in Healthcare Spanish for students in Healthcare professions, such as Nursing, Health Sciences (including public health education, health care management, environmental health science, nutrition and food sciences), and Kinesiology. CSUS will implement a Certificate in Healthcare Spanish offered by the Department of Foreign Languages through the College of Continuing Education and marketed to undergraduate students in healthcare majors, as well as healthcare professionals in the Greater Sacramento region. The main difference in implementation of the materials in the two campuses stems from the fact that CSUS operates on a semester system, while CSUSB is on a quarter system. Thus, while the content of the second-year specialized coursework will be covered in two courses (SPAN 2A and 2B) at CSUS, the exact same material will be covered in three courses at CSUSB (SPAN 251, 252, 253). To ensure **close and continued collaboration**, Co-PIs and lead faculty will hold **weekly conference calls** and **monthly face-to-face meetings** with the interdisciplinary steering sub-committees during each grant year (see Section 3: Travel).

The project has **four main goals**. The objectives of each goal and a link to the UISFL Program purpose, as well as the activities, outcomes, and evaluations are summarized below.

PROJECT GOALS

Goal 1: Internationalize and Expand the Curriculum in Healthcare Professions

Goal 2: Achieve Specialized Language Proficiency

Goal 3: Achieve Specialized Culture Competency

Goal 4: Provide Opportunities for Community Outreach

Goal 1: Internationalize and Expand the Curriculum in Healthcare Professions

UISFL Program purpose: Curricular development, including international experience, that strengthens and improves undergraduate instruction in foreign languages by focusing on specialized competency-based and profession-oriented language and culture instruction to meet the national needs for expertise and competence in Spanish. The objectives, activities, outcomes, and evaluation processes for both CSUSB and CSUS are outlined in Table 2.

TABLE 2: Goal 1: Objectives, Activities, Outcomes, & Evaluation Summary

Objectives	Activities	Outcomes	Evaluation
1. Internationalize the curriculum with summer practica in Costa Rica	*Develop MOUs with UNIBE, healthcare institutions, and health services in Costa Rica *CSUSB: adapt Span 575 for international experience *CSUS: adapt Span 199 for international experience	*International cultural experience for students in Healthcare professions *Internship and service-learning in international setting	*Outside evaluator *Enrollment numbers *Student survey and practica reports *Survey of institutions in Costa Rica
2. Expand the curriculum with specialized Spanish language and culture components	*Develop a Certificate in Healthcare Spanish *CSUSB: develop four new courses (SPAN 251, 252, 253, 351) *CSUS: develop SPAN 199	*Specialized language and culture courses for students in Healthcare Professions *Certificate option for current professionals	*Outside evaluator *Pre- and post-evaluation of courses *Enrollment numbers *Faculty self-report *Student portfolio & exit interview
3. Enhance existing courses	*CSUSB: adapt two existing courses (SPAN 316B, 575) * CSUS: adapt SPAN 2A, 2B, 121, 152	*Specialized upper-division language course *Internship and service-learning linked to specialized language use	*Outside evaluator *Pre- and post-evaluation of courses *Faculty self-report *Student portfolio
4. Recruit students to program	*Prepare advertising materials *Recruit new students to the Certificate	*Brochure for Healthcare Spanish Certificate *Certificate Website *University & community awareness of Certificate *Active recruitment results	*Number of enrollees *Feedback from University members & community *Alumni survey

Goal 2: Achieve Specialized Language Proficiency

UISFL Program purpose: Research for and development of specialized teaching materials for Healthcare Spanish that embrace a wide variety of topics appropriate for Healthcare Professions and that represent the cultural and linguistic variety of Latin America to meet the national needs for expertise and competence in Spanish.

TABLE 3: Goal 2: Objectives, Activities, Outcomes, & Evaluation Summary

Objectives	Activities	Outcomes	Evaluation
1. Provide intermediate level specialized language courses	*CSUSB: develop SPAN 251, 252, 253 *CSUS: adapt SPAN 2A/B *Research for specialized materials *Create specialized textbooks for new courses	*New course offerings *Open source specialized textbook materials & accompanying exercises	*Textbook evaluator *Pre- and post-evaluation of courses *Steering Sub-Committees reports *STAMP test
2. Provide upper-division specialized language course	*CSUSB: adapt SPAN 316B *CSUS: adapt SPAN 121 *Research for additional materials *Develop additional specialized materials for adapted courses	*Advanced-level specialized language proficiency *Specialized advanced-level instructional materials based on needs of various health programs	*Textbook evaluator *Student portfolio & ican *Student evaluation of materials *Steering Sub-Committees reports
3. Assess student learning	*Create a placement exam *CSUSB: use STAMP test for SPAN 295 *Use ican for SPAN 316B and SPAN 121 *Create specialized student assessments	*Placement exam available for all students *Intermediate high specialized language proficiency *Specialized assessment materials	*Outside evaluator *Apply ACTFL proficiency guidelines to assess student success *Adapted Oral Proficiency Interview

Goal 3: Achieve Specialized Culture Competency in Hispanic Cultures

UISFL Program purpose: Research for and development of specialized teaching materials for cultural aspects related to Healthcare Spanish that embrace a wide variety of topics appropriate for Healthcare Professions and that represent the cultural variety of Latin America to meet the national needs for expertise and competence in Spanish.

TABLE 4: Goal 3: Objectives, Activities, Outcomes, & Evaluation Summary

Objectives	Activities	Outcomes	Evaluation
1. Provide specialized	*CSUSB: develop SPAN	*New course offering	*Textbook evaluator

culture courses	351 *CSUS: adapt SPAN 152 *Research for specialized materials *Create specialized textbook for culture course	*Open source specialized textbook materials & accompanying exercises	*Pre- and post-evaluation of course **Steering Sub-Committee reports *Student evaluation of materials
2. Integrate cultural content in language courses	*Research for specialized materials to integrate into SPAN 251, 252, 253, 316B SPAN 2A, 2B, 121 *Create specialized materials for intermediate language courses *Create specialized materials to include in SPAN 316B / SPAN 121	*Specialized textbook materials & accompanying exercises	*Textbook evaluator *Pre- and post-evaluation of course **Steering Sub-Committee reports *Student evaluation of materials
3. Cultivate an appreciation for Hispanic Cultures	*Co-organize Hispanic culture events, such as <i>Día Latino</i> exhibit, <i>Día de los muertos</i> celebration	*Greater participation in Hispanic culture events	*Participant surveys

Goal 4: Provide Opportunities for Community Outreach

UISFL Program purpose: Establishment of internship and service-learning opportunities for students in international and domestic settings to benefit the global and local community, and to meet the national needs for expertise and competence in Spanish language and Hispanic culture.

TABLE 5: Goal 4: Objectives, Activities, Outcomes, & Evaluation Summary

Objectives	Activities	Outcomes	Evaluation
1. Provide internship and service-learning opportunities for specialized language use	*CSUSB: adapt SPAN 575 *CSUS: develop SPAN 199 *Establish contacts with local and international businesses for internships *Create university-community partnerships	*Connecting students with potential future employers *Students provide specialized language assistance *Students provide specialized professional assistance	*Outside evaluator *Pre- and post-evaluation of course *Report on internship opportunities/partnerships *Survey potential employers
2. Collaborate with professional community to create more research opportunities	*Collaborate with the <i>Center for the Promotion of Health Disparities Research & Training</i>	*Research opportunities for students and faculty for language-related health disparities	*Outside evaluator *Compile data on research projects
3. Collaborate with community members	*Work with campus Public Affairs to publicize the program and related events	*More interest from community members *Publicizing the Certificate	*Outside evaluator *Report on established relationships

The following expands on the contents of TABLES 2-5 above to fully describe the objectives and activities linked to them and the projected outcomes with evaluation means.

GOAL 1: Internationalize and expand the curriculum in Healthcare Professions with specialized lower- and upper-division Spanish language and Hispanic culture courses.

Activity 1.1 *Develop an international cultural experience through practica in Costa Rica.* Both CSUSB and CSUS are well versed with study-abroad programs which are managed through the respective offices on each campus: the *Center for International Studies and Programs* at CSUSB and the *International Programs and Global Engagement* office at CSUS. Since 2013, CSUSB has an MOU in place with the **Universidad de Iberoamérica (UNIBE) in Costa Rica** for the Nursing Program. Given this relevant connection, CSUSB will take the lead in establishing MOUs with healthcare institutions in Costa Rica. The connections at UNIBE will be used to develop contacts with multiple healthcare institutions and health service providers for the summer intensive practicum course (Span 575/199) under supervision of a CSUSB/CSUS faculty. A new MOU will seek UNIBE to provide local support for the students while they complete their practica. Given the multi-disciplinary nature of the student body in the Certificate program, two interdisciplinary steering sub-committees will determine the appropriate details of the practicum for each healthcare major; an adapted practicum course in their respective major which includes the international experience may be used for that purpose. This may lead to future MOUs with UNIBE.

The practica constitute a deep and meaningful experience in another culture, including homestays and cultural excursions. In addition, they will be designed to serve the practica requirements of the individual health programs. For the Certificate, the international practicum course will serve as the culminating experience for students from both campuses with the same expectations from all students, regardless of their home campus. Since this is a professionally-oriented full immersion experience, students need to master the Spanish language at least at the

intermediate high level as applied to their health program prior to their international experience. This is why the specialized second and third-year language and culture courses are urgently needed for the project. Given that no courses will be taught by CSUSB/CSUS faculty on site in Costa Rica, the international practicum does not depend on student enrollment. Instead, students will receive pre-departure orientations from faculty and the respective offices on each campus. On-site activities in Costa Rica will be handled by UNIBE and the established contacts in the medical field. As per university regulations, these activities will be ADA compliant and equal access will be granted to all persons. In addition, both campuses have policies in place that prohibit discrimination and ensure equal access to education for all groups.

Activity 1.2 *Develop a Certificate in Healthcare Spanish and the appropriate courses for it.* CSUSB has already offered first-year Spanish courses for Healthcare Professionals (Healthcare Spanish SPAN 101 & SPAN 102) for two quarters each year 2011-2014. However, the student body at CSUSB consists of many Spanish heritage speakers placing at the intermediate level rather than at the beginner's level. In addition, beginner's level language proficiency is not enough to professionally succeed in the Healthcare fields. Therefore, a **CSUSB Steering Sub-Committee** has been formed in 2014: Prof. Chen-Maynard (Health Science/Nutrition), Prof. Correa (Spanish), Prof. Dodd-Butera (Nursing), Prof. Jany (Spanish), Prof. Kulovitz Alencar (Kinesiology), Prof. Otiniano Verissimo (Health Science/Latino Health), Prof. Stoner (Nursing), and Prof. Taha (Nursing) to formalize a Certificate in Healthcare Spanish including new courses. Professors Correa and Jany met with department chairs individually to discuss the Certificate and its courses. The Certificate and the development of four new courses (SPAN 251, 252, 253, 351) were approved to be presented to the CSUSB Curriculum Committees.

A **CSUS Steering Sub-Committee** was formed in 2014 with Prof. Bass de Martinez

(Department Chair), Prof. Mayberry (Spanish), Prof. Parsh (Nursing), and Prof. Diaz (Health Science). The Committee discussed and approved the Certificate and adaptation of courses currently not focusing on Healthcare Spanish, and the creation of SPAN 199.

The grant will support the interdisciplinary content and materials development for the new courses through **continuous collaboration between the Steering Sub-Committees** that will be **in constant contact through the Co-PIs at CSUSB and Lead Faculty at CSUS.**

Activity 1.3 *Enhance existing courses.* CSUSB: SPAN 316B: *Spanish for the Professions: Health Science* is currently the only course past the first-year classes to focus on Healthcare Spanish. As a result, it covers basic Healthcare vocabulary, and it is not specifically designed to serve the target programs on campus (Healthcare Professions). The grant funding will support the development of the content and materials for this course to include specialized themes and advanced communicative tasks appropriate for the target programs. To allow students to put their newly acquired skills into practice, SPAN 575: *Departmental Service Project* will be adapted to specifically provide internship opportunities for Spanish language use in the medical/healthcare fields locally and a culminating cultural experience in Costa Rica. This activity will include establishing partnerships with local and international partners, such as *flying doctors*, hospitals and government offices, together with the *Center for the Promotion of Health Disparities Research & Training*. CSUS: The current second year language sequence (SPAN 2A/2B) will be adapted with a focus on medical/healthcare vocabulary at the intermediate level. The current SPAN 121 *Spanish for the Professionals* will be adapted as a third-year specialized language course to include more Healthcare materials building on the second year specialized language sequence. Co-PIs and Lead faculty will work with the respective offices for students with disabilities to ensure that all developed and adapted courses/materials will be **ADA compliant**.

Activity 1.4 *Recruit students to the program.* The grant funding will support the creation of a brochure and its own website linked to all relevant College and Departmental websites. Students, Faculty, Administrators, and the Community will be able to access a comprehensive collection of resources for the Certificate. In addition to information about the curriculum and course listings, the website will include links to relevant research and educational resources, organizations and community partners, and announcements of relevant events. The **website will serve as a major vehicle for promotion and student recruitment and will be fully ADA compliant.** Students in Healthcare and Health Services Professions will be targeted. **All efforts will be made not to discriminate on the basis of ethnicity, religion, gender, or disabilities.** The Program Directors and faculty from both CSUSB and CSUS Steering Sub-Committees, in addition to departmental advisors and the instructional team, will actively recruit students through class visits and by attending relevant departmental, college, and university activities. Additional strategies will include working with counselors at local community colleges and high schools, as well as with local hospitals targeting professionals already active in their field.

Goal 2: Achieve Specialized Language Proficiency

Activity 2.1 *Provide intermediate level specialized language courses.* The Title VI grant funding will support the creation of an electronic textbook for use in the three second-year specialized Spanish language courses at CSUSB and in 2A and 2B at CSUS. The textbook will consist of twelve chapters to easily adapt to three quarter courses at CSUSB or two semester courses at CSUS and will fully ADA compliant. The Steering Sub-Committees will determine the twelve chapter themes and assist CoPIs/Lead faculty with research for the specialized language for each theme, as well as with collecting authentic materials in different Spanish varieties. The Co-PIs /lead faculty will also develop interactive and competency-based exercises for in-class use, as

well as for homework assignments. The CSUSB and CSUS teams will divide up the work with each campus developing a total of six chapters and editing the chapters developed by the other campus. All five skills: listening, speaking, reading, writing, and culture will be covered in each chapter. The textbook will be developed using *ibook author*, a Mac-based software, creating freely accessible hypertext materials for the students. *Ibook author* also allows for the development of interactive exercises.

Activity 2.2 *Provide upper-division specialized language courses.* The current SPAN 316B at CSUSB and SPAN 121 at CSUS will be adapted to include more advanced-level language materials building on the second year specialized language sequence. The lead teams will conduct research for advanced-level specialized vocabulary and expressions, as well as collect authentic materials in various Spanish varieties to supplement the materials. Currently, the courses do not have a particular textbook assigned to them, and each faculty chooses his or her own materials. The course materials will be revised to provide each faculty who teaches this course with a **hypertext textbook** including relevant but **not commonly found healthcare themes**, such as nutrition, physical therapy, substance abuse, and mental health, among others. These themes will be elaborated with the **interdisciplinary Steering Sub-Committees**.

Activity 2.3 *Assess student learning.* In order to assess the quality and success of the courses and certificate, it is essential that all members of the project are involved in the assessment procedures from the onset. It is further imperative that each student begins the Certificate at his or her appropriate level. Many students at both institutions are heritage speakers with varying levels of proficiency. Some are advanced enough to place in the middle or at the end of the second-year language sequence. Therefore, lead teams will **develop a placement exam for the specialized Healthcare Spanish second-year sequence**. The newly developed placement exam

will be modeled on the (Standards-based Measurement of Proficiency) test. At CSUSB, at the end of the second-year sequence students complete SPAN 295: *Junior Assessment* by taking the externally-graded STAMP test. Healthcare Spanish students will complete the same test as students from regular Spanish courses for SPAN 295. This will allow for a comparison of their proficiencies. SPAN 316B students will keep an online portfolio using iCAN by Avant Assessment, a web-based multiformat assessment tool. ICAN consists of a series of statements about communicative tasks students are able to achieve at a certain level (see attachments). Grant funding will support the customization of iCAN for SPAN 316B. Upon completing the requirements of the Certificate students will be asked to take an exit exam consisting of an externally evaluated STAMP test, as well as an adapted Oral Proficiency Interview.

Goal 3: Achieve Specialized Culture Competency in Hispanic Culture

Activity 3.1 *Provide specialized culture course.* The grant funding will support the creation of an electronic textbook for use in SPAN 351: *Culture, Health, & Food, in Latin America* at CSUSB. The textbook will consist of ten chapters to be covered in one term. This book will be used in the adapted course SPAN 152 at CSUS. Upon consultation with the Steering Sub-Committees lead teams will determine the ten chapter themes and research the specialized topics, as well as collect authentic cultural materials from Latin America for the textbook. Lead teams will also develop interactive powerpoint lectures using a Keynote, a Mac-based software, to be directly linked to the hypertext textbook and interactive and competency-based exercises for in-class use, and as homework assignments. The CSUSB and CSUS lead teams will divide up the work with each campus developing a total of five chapters and editing the chapters developed by the other campus. The textbook will focus on the great cultural diversity found in Latin America and on differences and similarities between Hispanic and US cultures. Students will develop sensitivity

to the cultural and linguistic differences that could impede communication and thus impact appropriate healthcare and health services. CSUS will adapt a third-year specialized language course, SPAN 152: *Advanced Spanish Conversation* for that purpose. All developed materials will be ADA compliant.

Activity 3.2 *Integrate cultural content in language courses.* Language and culture are inseparable. Therefore, all the specialized language courses will also include culture components in the form of authentic and adapted readings. Grant funding will support the research to find and select appropriate readings and to develop accompanying exercises for the electronic second-year textbook, as well as for the materials used in the third year (SPAN 316B at CSUSB and SPAN 121 at CSUS), all in consultation with the interdisciplinary Steering Sub-Committees.

Activity 3.3 *Cultivate an appreciation for Hispanic Cultures.* The CSUSB Spanish Section regularly organizes yearly cultural events, such as a *Día Latino* culture exhibit, *Día de los muertos* celebration, and a *Cinco de mayo* celebration. The students in the newly developed Certificate program will be encouraged to participate and contribute to these events.

Goal 4: Provide Opportunities for Community Outreach

Activity 4.1 *Provide internship and service-learning opportunities for specialized language use.* The Steering Sub-Committees will seek partnerships with local businesses in the healthcare field, such as hospitals, doctor's offices, healthcare research companies, health services, etc. to provide internship opportunities for students. One of the faculty on the CSUSB Steering Sub-Committee, Dr. Stoner, is the Vice President for *Flying Doctors*, an outreach nonprofit organization providing free health education and care to the local community, which has expressed interest in offering volunteer position to students completing the Certificate. The CSUSB Steering Sub-Committee will develop a new syllabus for SPAN 575: *Practicum in Healthcare Spanish*

specifying how students will put their language skills into practice. The CSUS Steering Sub-Committee will develop a one-unit course, SPAN 199 to provide students with internship and service-learning opportunities for specialized language use.

Activity 4.2 *Collaborate with the professional community to create more research opportunities.*

The CSUSB Steering Sub-Committee will collaborate with the *Center for the Promotion of Health Disparities Research and Training* to create research opportunities for language-related health disparities for faculty and advanced students. Research results of these and other activities by the Center will be incorporated into the Healthcare Spanish courses and sent to professional journals for publication as appropriate. The CSUS Steering Sub-Committee will collaborate with faculty as well as working professionals in the Healthcare Professions to continue doing research in order to examine how to better develop and implement services that are culturally and linguistically appropriate to meet the needs of the Hispanic communities in northern California.

Activity 4.3 *Collaborate with community members.* The Steering Sub-Committees will work with Public Affairs on each campus to publicize and promote the Healthcare Spanish Certificate and its courses, as well as related events (e.g. cultural events and research).

The overall administration of the outlined activities will be the responsibility of the two Co-directors: Prof. Correa and Prof. Jany. Prof. Correa will oversee fiscal management, project personnel, international practica, student recruitment, outreach activities, and curricular activities. Prof. Jany will lead the Steering Sub-Committee meetings at CSUSB, oversee website development, textbook developments, curricular development of individual courses, evaluation procedures, and generate the yearly reports. Prof. Bass de Martinez will oversee committee meetings, curricular developments, and evaluation procedures at CSUS. Prof. Correa and Prof. Bass de Martinez will collaborate regularly by phone discussing the progress of work on the

partner campuses.

2. QUALITY OF KEY PERSONNEL

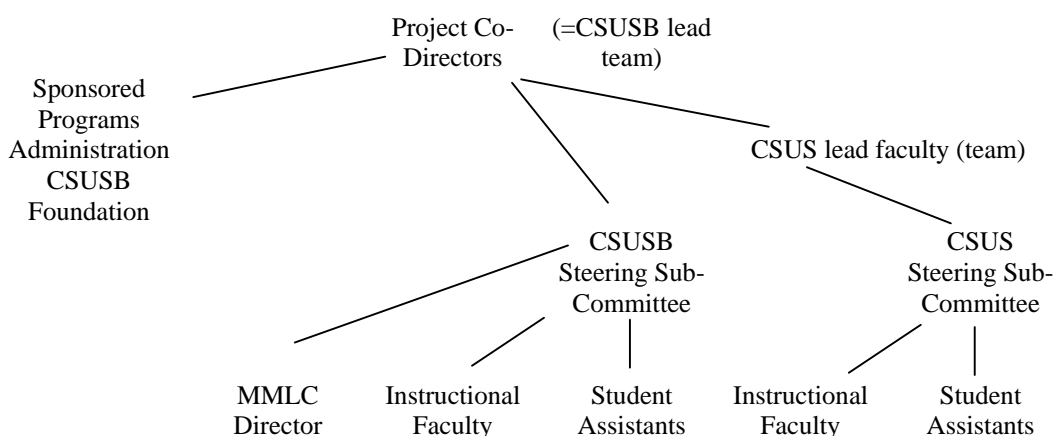
Project Administration: The management of the award will be led by **Co-Directors Rafael Correa**, Professor of Spanish, and **Carmen Jany**, Associate Professor of Spanish and Linguistics, along with the Steering Sub-Committee and community partners. The Co-Directors will also be responsible for the fiscal management of the project in conjunction with the post-award personnel of the Foundation for California State University, San Bernardino.

PROJECT CO-DIRECTORS: *Dr. Rafael Correa, Professor of Spanish: Academic Year involvement of 15%* *Dr. Carmen Jany, Associate Professor of Spanish and Linguistics: Academic Year involvement 33.3%.*

As the Chair of the Department of World Languages at CSUSB and a prolific scholar in Latin American literature and culture, *Prof. Correa* will have primary responsibility together with Co-Director *Prof. Jany*, a prominent scholar in Spanish and Linguistics and a Second Language Acquisition specialist, for all aspects of the project and will oversee that all aspects of the proposed activities are implemented in a timely and appropriate manner as outlined. More specifically, **Prof. Correa** will oversee the involvement of all project personnel and facilitate interdisciplinary collaboration at CSUSB including the hosting of joint CSUSB/CSUS meetings, curricular development and implementation at CSUSB, international practica in Costa Rica, student recruitment efforts, relationships with community partners and internship opportunities, and connections to potential employers. **Prof. Jany** will participate in and manage all specialized pedagogical material development, lead steering sub-committee meetings, oversee curricular development of individual courses, all assessment and evaluation measures, and website development, in addition to coordinating the external reviews and writing the annual reports.

Together, the Co-Directors will oversee the new Certificate in Healthcare Spanish at CSUSB and closely coordinate with departmental advisors so that students can successfully complete the Certificate, and they will work in close collaboration with the CSUS lead faculty, **Prof. Bass de Martinez** and **Prof. Mayberry**, to ensure appropriate implementation at CSUS. The following organization chart will assist the reader in visualizing the reporting chain for the project and the collaboration between the two campuses. Please see the Appendix for faculty and other CVs.

TABLE 6: Project Personnel Organizational Chart



The **CSUS lead faculty** will assume the following roles: **Prof. Bass de Martinez** [8%] will facilitate interdisciplinary collaboration and curricular development and implementation, and lead recruitment efforts and Steering Sub-Committee meetings at CSUS. **Prof. Mayberry** [20%] will participate in and oversee the pedagogical material development and assessment measures, as well as oversee student assistants at CSUS and provide the CSUS data for the yearly report.

Prof. Correa's past management experience includes serving as the Chair of the Department of World Languages since Fall 2012, in addition to several years as Coordinator of the Spanish Section, as Coordinator of the Hum 335: *Latino Culture* capstone course, and as the Co-Director of the CSUSB Faculty and Student Mentor Program. As a scholar, he is a specialist in Latin American literature and culture, in particular contemporary literature.

Prof. Jany has served in several leadership roles as the Coordinator for Spanish Lower Division and the CCTC (California Commission on Teacher Credentialing) approved Spanish program. Currently, she is serving as the Spanish MA and Teaching Assistantship Coordinator and the Coordinator for the interdisciplinary Latin American Studies program. At the departmental level, Prof. Jany has developed several new courses (SPAN 321, SPAN 322, SPAN 697, FLAN 350, FLAN 101/102/103i-k) a Teaching Assistant program and a Certificate in California Indian languages; she has successfully sought curricular approval for these activities. Her professional expertise includes Second Language Acquisition and Foreign Language Teaching Pedagogies. She is teaching Spanish linguistics and Hispanic culture courses at all levels. In 2010, Prof. Jany received funding to adapt a first-year Spanish course to focus on Medical/Healthcare Spanish. She has taught this course twice already.

Prof. Mayberry is an Associate Professor in Spanish. She is a Spanish native speaker from Monterrey, Mexico, where she completed a college degree (Licenciatura en Ciencias de la Comunicación) at the *Instituto Tecnológico y de Estudios Superiores de Monterrey*. Prof. Mayberry was raised in a healthcare oriented household (her mother was a nurse; her father and her brother, Family Healthcare physicians), where it was not unusual to hear healthcare discussions. Her relevant expertise includes participation in the creation of materials for “Nursing Tasks in Healthcare Spanish” to provide learners of healthcare Spanish with sample dialogues that illustrate the typical tasks nurses face when dealing with Spanish speaking patients. Prof. Mayberry has also taught Spanish for the healthcare professions at Spanish Meducation in Austin, Texas. Her professional expertise includes Spanish Linguistics and Second Language Acquisition. Her research focuses on understanding the difficulties faced by adult L2 language learners when processing speech. Professor Mayberry has successfully created

a hybrid intensive course that combines SPAN 1A and SPAN 1B (Elementary Spanish) in order to allow students to fulfill the Foreign Language Requirement in one semester.

Prof. Bass de Martinez has served more than 18 years in various administrative roles and more than 16 years as a faculty member teaching at both graduate and undergraduate levels. She will be very instrumental in advancing and maintaining the collaborative interactions as well as providing leadership in expediting university approvals whenever needed.

To facilitate local implementation, promotion, student recruitment, and assessment, in addition to assisting with the textbook development, each campus will also have its own Steering Sub-Committee. In addition to the Co-PIs, the **interdisciplinary CSUSB Steering Committee** will consist of the following members: *Prof. Chen-Maynard* (Health Science/Nutrition), *Prof. Dodd-Butera* (Nursing), *Prof. Kulovitz Alencar* (Kinesiology), *Prof. Otiniano Verissimo* (Health Science/Latino Health), *Prof. Stoner* (Nursing), and *Prof. Taha* (Nursing) (see attached CVs). This Committee will provide **advisement for textbook topics, authentic material selection, curricular implementation, and course offerings**, as well as **assist with community outreach** and the development of promotional materials, project website, and evaluation surveys.

Dr. Timmons (7.5% full-time effort) is the Director of the Multimedia Language Lab. She will assist with the website design and facilitate workshops for relevant software use.

The **CSUS Steering Sub-Committee** will include Dr. Mayberry (Spanish), Dr. Parsh (Nursing), Dr. Diaz (Health Science), and other healthcare discipline department chairs from the College of Health and Human Services along with the chair of the Department of Foreign Languages, Dr. Bass de Martinez who will facilitate the collaborative working sessions with campus healthcare faculty.

As part of CSUSB's and CSUS' non-discriminatory employment practices, employment

from underrepresented groups (such as racial and ethnic minorities, women, handicapped persons, and the elderly) is encouraged. Both campuses are part of the California State University System, a state-wide university system that mandates non-discriminatory employment. Such groups are represented in the key personnel.

3. BUDGET AND COST EFFECTIVENESS

The proposed budget to create a *Certificate in Spanish for Healthcare Professionals and International Cultural Experience* is designed to most effectively meet the proposed objectives.

The UISFL funds will allow for **faculty time to conduct research and develop specialized instructional materials, to create the international experience, for curricular development, for assessments, and for administrative duties and outreach activities**. CSUS will be a subcontracted partner for the grant. The full details for each item are in the budget narrative.

The Project Personnel: have been selected to most effectively meet the proposed objectives.

Project Oversight and Administrative/Access Team: **Drs. Correa (CSUSB) and Bass de Martinez (CSUS) will contribute their time throughout the proposed project period.** Dr. Correa will spend 15% of his time and Dr. Bass de Martinez 8% of her time on the project. As department chairs, both are full-time employees with full pay during the Summer. Besides administrative and access work, such as serving as the facilitators for the collaborative consultations and interactions with the healthcare faculty on both campuses and with professionals in the serving communities for outreach opportunities, Drs. Correa and Bass de Martinez will support the faculty teams in the promotion of and recruitment for the Certificate.

Faculty: The **Project Co-Director, Dr. Jany** (Spanish, CSUSB), is requesting 3 course release time (= 12 units combined) per Academic Year for each of the three grant years to administer the

program and to carry out the duties outlined in the ‘Quality of Key Personnel’ section of the proposal. The faculty at CSUSB generally carry a very heavy teaching load of 9 courses per academic year so that in order to participate in funded research projects, they need a reduction in teaching responsibilities, for which part-time lecturers are hired at a rate of \$5,000/class. Dr. Jany, an academic year employee, receives no compensation over the Summer. To carry out the activities outlined in the proposal over the Summer, a stipend for 30 days for each year of the grant periods is requested. With many levels to the project (course development, textbook development, multidisciplinary committee work and student recruitment, community outreach, and assessments) to deal with, the Project Co-Director will require the assistance of a part-time project assistant at 10% for 10 months (e.g. an undergraduate student in Spanish). Beyond the program coordination, the assistant will be responsible for answering queries from faculty and students, as well as day to day clerical duties.

Dr. Mayberry, the CSUS lead-faculty, requests course release time during the Fall and Spring semesters each year. She is an academic year employee with no compensation over the Summer. Therefore, she is requesting direct salary payment over the Summer in the amount equal to one course each. The salaries are calculated at 20% of her actual salary (which is equal to one course) plus benefits, with 3% increase for cost of living, for all three years of the project.

Interdisciplinary Steering Sub-Committees: The faculty members of the Steering Sub-Committees are a vital part of this project, as they will serve as content consultant for the pedagogical materials, assist with surveys, Certificate promotion, student recruitment, and community partnerships. While their involvement does not constitute the equivalent of a course release time, it is substantial additional work beyond their regular service duties. Therefore, each of the eight members (*Profs: Chen-Maynard, Dodd-Butera, Kulovitz Alencar, Otiniano*

Verissimo, Stoner, Taha, Parsh and Diaz) will receive a stipend of \$1,000 per project year for their time to prepare for and attend monthly meetings (8 meetings per year @ \$125/meeting).

Technical Support Staff: Since the project relies on special software (Mac-based *ibook author*) to create the three hypertext textbooks, and it involves website design, *Dr. Timmons*, the Director of the Multimedia Language Lab at CSUSB will contribute 7.5% of full-time effort for each of the three grant years for website design, brochure development, software and hardware assistance.

Graduate Student Assistants: In addition, CSUSB and CSUS will both hire graduate student assistants at \$12/hr to assist with textbook research, course development support, data gathering, and data entry. CSUSB will hire graduate student assistants for 15 hours/week for 10 weeks each quarter of the academic year and for 15 hours/week for 10 weeks during the Summer ($10 \times 15 \times 3 = 450 + 10 \times 15 = 600$ /year). This will occur for each of the three grant years. CSUS will hire graduate student assistants for 20 hours/week during the academic year and 15 hours/week for 10 Summer weeks ($15 \times 20 \times 2 = 600$; contributed in the Summer). Summer funding will be covered by CSUS from Department carry-over from conversion of Fall and Spring WTUs in the preceding school year.

External Evaluation: Given the many aspects of the overall project, two external evaluators with different expertise and backgrounds are sought for this project. *Dr. Muñoz*, an expert in Second language acquisition and Hispanic heritage learners, will continuously assess the hypertext textbooks and all related pedagogical materials for a total of \$3,150 (\$1,050/year) for 3 days @ \$350/day of work each year. *Dr. Reeder*, a seasoned external program evaluator, Spanish professor, and department chair at another institution within the CSU system, thus familiar with the administrative routines of the two campuses, will assess each aspect of the project and the overall project. This substantial amount of work will increase over the project period as more

data is compiled (5 days in year 1, 8 days in year 2, and 10 days in year 3 @ \$450/day = \$10,350 for all three grant years). In addition, travel to CSUSB is sought for Dr. Reeder (see below).

Travel: We are requesting funding for the following necessary travel. Co-Director Correa or Jany (alternating each year) and lead faculty Mayberry will travel to the UISFL mandatory meeting in Washington in each of the three grant years. (Cost: \$1,500 x 2/year = \$3,000/year).

Additionally, we are requesting funding for faculty teams to travel between the two campuses to ensure close and continued collaboration. CSUSB is seeking funding for one trip yearly for Co-Directors Correa and Jany to travel to CSUS (= 3 trips x 2; \$500/trip = \$3,000 total). CSUS lead faculty (Bass de Martinez and Mayberry) will make 4 day-trips to CSUSB the first year of funding, 3 day-trips to CSUSB the second year of funding, and 2 day-trips the final year of funding (= 9 trips x 2, \$500/trip = \$9,000 total). These trips are needed to ensure smooth, consistent functioning and to provide for ongoing collaborative work amongst the northern and southern partners. In addition, funding is sought for travel for two lead faculty (one from CSUSB and one from CSUS) to present the project and its outcomes at the ACTFL conferences in 2016 and in 2017 (cost: \$1,200 x 2 x 2 = \$4,800) and at the same time to learn about new practices in the field. Travel of \$1,200 for the external evaluator, Dr. Reeder, for each year is requested for program evaluation, a total of \$3,600. In **compliance with the Fly America Act (FAA)**, all travel outlined above will occur on **US airline carriers**. Except for day-trips between CSUSB and CSUS, all travel will cover transport, hotel, and per diem.

Materials & Supplies: Each campus is seeking \$750/year for each of the three grant years to cover costs associated with duplicating as needed for research, meetings, and promotion of the Certificate in Healthcare Spanish.

Funding is also requested to administer the STAMP tests at CSUS. CSUSB pays for its

STAMP tests from student lab fees. In order to be able to collect comparative outcomes assessment data for both campuses, CSUS is requesting funds to cover 50 STAMP tests for the second and the third grant year (50x \$20= \$1,000/year for years 2 and 3).

In order to create hypertext specialized instructional materials funding is sought to access **iStock Photos**, a large online database of pictures. Access to this database allows pictures to be downloaded and used in the hypertextbooks. In addition to pictures, authentic videos will be incorporated into the hypertexts. It is estimated that it will be required to pay for permission for reproduction and use of videos in an educational setting. Furthermore, as part of the specialized teaching materials, **props will be acquired for the classrooms**. These may include authentic charts, small objects, live-sized dolls, etc. and will be acquired for each campus.

In addition, funding is requested for **two Mac Air Laptops** (one for each campus) to develop the instructional hypertext materials using the Mac-based freeware *ibook author*, a newly developed application that allows the faculty teams to create hypertext multi-touch textbooks. To download the application and to ensure portability to take newly developed contents to meetings, one laptop is necessary for each campus (cost: 2 x \$1,500 = \$3,000).

Other: In addition, each campus is requesting funds to provide lunch during meetings of the Steering Sub-Committees a total of \$3,960 for all three years for both campuses (CSUSB: 8 people/\$15 per lunch = \$120/meeting x 8 = \$960 x 3 years = \$2,880 total; CSUS: 4 people/\$15 per lunch = \$60/meeting x 8 = \$480 x 3 years = \$1,240 total).

CSUSB and CSUS have developed a budget that is both **necessary** to support attainment of project objectives and **reasonable** in its use of federal funds. The institutions have been operating in a fiscal environment of austerity in recent years, and are accustomed to manage for maximum impact in the use of funds entrusted to them. The budget, as proposed, reflects this

same commitment to frugality and responsible use of public funds.

4. PLAN OF EVALUATION

To provide an unbiased external review and given the many aspects of the project, two external evaluators were recruited, one to conduct the assessment of the textbook materials and one to assess all aspects of the project (including the assessment of the first external evaluator). The hypertextbooks' evaluation will be undertaken by Dr. Muñoz, an expert in Second language acquisition, applied linguistics, and Hispanic heritage learners (see attached CV). In addition to evaluating each of the textbooks and all developed pedagogical materials following the ACTFL textbook evaluation tool (see attached assessment tool), Dr. Muñoz will also evaluate Spanish grammar accuracy and appropriateness of activities for the respective levels. Dr. Reeder, Spanish professor and department chair at Sonoma State University and a seasoned external program evaluator, will examine each outcome of the project. Dr. Reeder will provide both a formative evaluation during the course of the program, as well as a summative evaluation at the conclusion of the three-year award period. We are allocating a total of 23 days for this purpose (5 in year 1, 8 in year 2, and 10 in year 3). In addition, e-mail and phone contacts with the evaluator will be maintained as needed. Dr. Reeder will evaluate the overall effectiveness of the *Certificate Program in Healthcare Spanish* in achieving the four proposed goals as follows:

Goal 1: Internationalize and Expand the Curriculum in Healthcare Professions: a) Effectiveness of international cultural experience will be assessed via student surveys and surveys of institutions in Costa Rica, as well as enrollment numbers. b) The *Certificate in Healthcare Spanish* will be assessed as to its adequacy and completeness. The new and enhanced courses will be examined to determine how they impact the current curricular offerings at CSUSB and CSUS and how they complement the Healthcare target programs, as well as how

well they integrate into the Certificate Program³. c) Library holdings and their sufficiency in sustaining the proposed course offerings and research on Healthcare Spanish by both faculty and students will be reviewed. Quantitative data on new acquisitions and total holdings will be provided to the evaluator by library personnel. d) The contributions of faculty and other key personnel and the program's expectations of them will be reviewed by examining faculty reports e) Quantitative and qualitative data from student assessments (STAMP tests⁴ at both CSUSB and CSUS, iCAN⁵ student portfolios at CSUSB, and students compositions and exit interviews that will be part of student portfolios at CSUS) will be provided to the evaluator.

Goal 2: Achieve Specialized Language Proficiency: a) Dr. Muñoz, the outside textbook evaluator will assess all developed specialized pedagogical materials following the ACTFL guidelines for textbook evaluation (see Attachment for Assessment tool). b) Data on the numbers of student enrollment will be collected and provided to the outside evaluator. c) Syllabi for the specialized course offerings will be closely examined to ensure that the content themes, texts, resources, in-class and at-home activities and teaching methodologies facilitate and enhance specialized language proficiency. d) the outside evaluator will review reports of students' language proficiency as measured by the STAMP tests (see Attachment for Rubric) and the iCAN student portfolios and the assessment tools developed at CSUS. Students' language proficiency will be assessed following the ACTFL proficiency guidelines⁶.

Goal 3: Achieve Specialized Culture Proficiency: a) Data on the number of student enrollment

³ The Curriculum Committees at both campuses will also evaluate adequacy of curricular design.

⁴ The STAMP (*Standards-based measurement of proficiency*) assessment measures students' language proficiency according to Benchmark Levels 1-5 (related to ACTFL Performance Guidelines: novice to intermediate levels). STAMP tests are developed from (semi-)authentic texts. Students interact with these texts in a "real world" context. (www.stamptest.net)

⁵ iCAN is a personalized assessment environment, which includes portfolios of evidence (text, audio, video) aligned to standards and tracked longitudinally (www.avantassessment.com/ican).

⁶ See www.actfl.org .

will be collected and provided to the outside evaluator. b) Syllabi for the specialized course offerings will be closely examined by the Steering Sub-Committees to ensure that the content themes, texts, resources, in-class and at-home activities and teaching methodologies are appropriate to facilitate and enhance specialized culture proficiency. c) the outside evaluator will review reports of students' culture proficiency as measured by the faculty teaching the specialized culture courses (SPAN 351 at CSUSB and SPAN 152 at CSUS). d) the outside evaluator will assess the success of mechanisms designed to enhance cultural competency outside the classroom, including on-campus culture events, and internships and service-learning opportunities at CSUSB and CSUS. **Statistical data** on student participation (i.e. internships) in and evaluation of these activities will be compiled and provided to the evaluator.

Goal 4: Provide Opportunities for Community Outreach: a) **Statistical data** will be compiled on internship opportunities and partnerships with local businesses (number and nature of partnerships and student internships) and provided to the external evaluator. b) Data on related faculty research (as measured by professional workshops, presentations, and publications) will be provided to the evaluator. c) A survey of local Healthcare businesses regarding their knowledge and attitudes toward the Certificate Program will measure the success of program outreach; this data will be provided to the evaluator.

In addition, for **Goals 1, 2, 3, and 4**, the Co-Directors and CSUS Lead faculty will track student enrollment numbers and student success throughout the grant period for each new or adapted course and for the Certificate Program as a whole. Moreover, for each adapted or new course students will be surveyed at the start and at the conclusion of the course. The pre- and post- course evaluations (see Attachment with sample survey) will determine student majors and enrollment; the evaluations will also measure student interest in the Certificate program, as well

as student assessment of the usefulness of the presented materials, and student self-assessments of specialized language proficiency. An alumni survey at the conclusion of the grant period will assess the contribution of the Certificate Program to the success in job search and to the professional development of graduates. Faculty teaching the adapted and new specialized courses will also provide brief reports evaluating the usefulness and completeness of the hypertext materials at the conclusion of each course. Feedback in the form of brief online surveys using *www.surveymonkey.com* will also be sought from other university (faculty and administrators) and community members (healthcare professionals and recruiters). At the conclusion of the second year specialized language courses, students will take a STAMP test (see Attachment for Rubric) to assess their achieved proficiency. At CSUSB, the results of these tests will be compared to results of the STAMP test taken by students completing a regular second-year Spanish language sequence. At CSUS, students' functional speaking ability will be assessed through an adapted Oral Interview⁷ modified to focus on medical/healthcare vocabulary at the intermediate level using the "Rubric for Assessment of Speaking and Listening Skills" (see Appendix). Assessment of writing skills will be done by evaluating students' writing assignments using the "Rubric for Writing" (see Appendix). The results of this assessment work will be compared to the data collected from students completing a regular second-year Spanish language sequence. The student portfolios at both campuses will be assessed using LinguaFolio's iCAN statements, which will be adapted specifically to refer to Healthcare Spanish (see Attachment: LinguaFolio Self-Assessment Grid). Moreover, students' specialized language and culture proficiency will be evaluated using the specifically developed Learning Goals (see

⁷ The Oral Interview will be adapted from the Advisory ACTFL testing (i.e., Oral Proficiency Interview⁷ Ratings assigned to those OPI conducted at CSUS as supposed to the Official ACTFL OPI ratings that are assigned to those OPIs conducted under the supervision of the ACTFL Testing Office).

Attachment: Healthcare Spanish Learning Goals). Overall, measurable assessment outcomes will include student enrollment numbers for each adapted or new course, student numbers for completion of Certificate Program, student assessments conducted via the STAMP tests, student self-assessments (pre- and post-evaluation of courses), and student portfolios. The three developed hypertext textbooks will be evaluated in terms of appropriateness, completeness, and usefulness by a) the textbook evaluator, b) students using the materials, c) faculty teaching the specialized courses and using the materials, as well as by the CSUSB and CSUS Steering Sub-Committees.

The ongoing and formative assessments of the Certificate Program, of the new and adapted courses, and of the developed hypertext textbook materials will be used to monitor the effectiveness of the Certificate Program and all of its components; they will lead to ongoing revisions as necessary. The summative assessments by the external evaluator will equally be used to revise the program and any of its components as necessary. TABLE 7 presents and summarizes the timeline of the proposed assessment measures.

TABLE 7: Assessment Activities Timeline

ONGOING AND ITERATIVE	
	Pre- and post evaluation of specialized language and culture courses
	Enrollment numbers in specialized language and culture courses and Certificate Program
	Student assessments: STAMP, iCAN, student portfolios
	Faculty & student assessment of developed hypertext materials
	Participant surveys (Hispanic culture activities at CSUSB)
	Internship opportunities and community partnerships
YEAR 1	
Summer	External evaluator formative report
Summer	External textbook evaluator report
YEAR 2	
Spring	Relevant Library holdings
Summer	External evaluator formative report
Summer	External textbook evaluator report
Summer	Compile data on faculty and student research projects
Summer	Student & healthcare institution surveys in Costa Rica
YEAR 3	
Spring	Relevant Library holdings
Spring	Compile data on established community relationships & community awareness of Certificate

Summer	External evaluator summative report
Summer	External textbook evaluator report
Summer	Alumni survey
Summer	Compile data on faculty and student research projects
Summer	Student & healthcare institution surveys in Costa Rica

Measurement will continue beyond the three years of the project. This will include student enrollment statistics, student portfolios, STAMP and iCAN assessments of student learning, and periodic evaluations of developed and adapted courses, course materials, and the Certificate.

5. ADEQUACY OF RESOURCES

The proposed partnership between CSUSB and CSUS will render access to facilities, equipment, and resources that are more than adequate to carry out the proposed project activities.

Facility: The CSUSB Co-Directors and the CSUS Lead Faculty each have a fully equipped offices. A separate fully equipped office in the same building will be made available to house the administrative student assistant and the graduate student assistants at both campuses. Clerical support from the existing staff of each Department involved will also be provided. These facilities will ensure smooth communication and collaboration among all involved personnel.

Materials and Supplies: The Co-Directors, Lead Faculty, and staff will have access to office expendables and resources at the Department of World Languages at CSUSB, and at the Department of Foreign Languages at CSUS. Each Department is equipped with a conference room, copy-machine, fax, several phones, and computers, which will provide the necessary space and support for Steering Sub-Committee meetings and communication.

Academic Support Resources at CSUSB/CSUS include, but are not limited to, a fully-equipped language lab at each institution, a library, and access to other foreign language resources, where certificate students and project faculty can access the specialized multimedia hypertext materials.

Computer Lab: CSUSB houses a fully staffed Language Lab with extended hours. The Lab has two fully equipped computer rooms, with over 30 computer stations in each, a tutoring room, and a peer-advising office. It also owns a large audio and video collection, as well as *Tell Me More* license, an auto-didactic software for Spanish language. The facilities designated for the Department of Foreign Languages at CSUS include two language labs (fully equipped with over 30 computer stations and two tutoring rooms. Faculty has access to a multi-CD copier. Lab Directors at both campuses assist in the management of the labs. This will ensure the necessary support to develop, test, and implement the specialized pedagogical hypertext materials.

Library: At CSUSB, the Pfau Library holds a collection of 750,000 volumes and periodicals. It subscribes to more than 2,400 professional periodicals, newspapers, and other serial publications and more than 21,000 electronic periodical titles. The Library has a growing collection of Spanish language and Hispanic culture resources, and staff is committed to collaborating with the Project Co-Directors to identify and acquire a collection of specialized Spanish language and culture resources for Healthcare professionals. The CSUS library holds a collection of over 1.3 million volumes, books and bound periodicals. It subscribes to over 3,000 periodicals, newspapers, and other serial publications and more than 12,000 electronic periodicals for full text online access. In addition, both libraries loan videotapes, audiocassettes, CD's, microform, microfiche, slides, and other non-print material. Library holdings and resources will provide the necessary support for faculty research and student projects for the project.

6. COMMITMENT TO INTERNATIONAL EDUCATION

Both CSUSB and CSUS have a **long history of commitment to international studies, to internationalizing the curriculum**, and to encouraging the active participation of international

students in campus activities, as is underscored by the prominence of global studies in the CSUSB university's strategic plan, the CSUS the University's Baccalaureate Learning Goals, and the important role of the Center for International Studies and Programs at CSUSB, the Office of Global Education, and the International and Study Abroad opportunities through the College of Continuing Education at CSUS. Moreover, CSU counts with system-wide international programs. More specifically, CSUSB also offers a **Latin American Studies Minor** exploring a range of issues relating to the cultures of Latin America and a language-oriented **Study-abroad Summer Program in Spain**, while CSUS has a **Master of Arts Spanish Summer pathway** with a total Spanish immersion experience abroad.

CSUSB Strategic Plan: The first objective of the Strategic Plan in Category 1, Teaching and Learning Excellence, is to “continue to provide and expand intellectually rigorous educational programs that respond to the diverse and evolving needs of learners in our highly complex region and global community.” Within this objective, strategies to provide coursework related to the “knowledge, skills and perspectives that will be required of a productive 21st Century global citizen”, as well to encourage the development of global perspectives through study abroad and interactions between domestic and international students, are emphasized.

CSUS Baccalaureate Learning Goals for the 21st Century: The Learning Goals emphasize the university's commitment to international studies and global education in two of their five goals: Goal 2 (“Knowledge of Human Cultures”) promotes the “study of social sciences, humanities, histories, languages and the arts,” while Goal 4 (“Personal and Social Responsibility”) focuses on “Civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.”

CSUSB Center for International Studies and Programs: Created in 1965 to establish programs and services for international students and faculty, CSUSB currently hosts approximately 800 international students and 30 visiting scholars from over 50 different countries. The Center provides resources and support to international students and faculty while also sponsoring campus activities such as the International Lecture Series, the Study Abroad Fair, and International Night. The Center also assists faculty with international research and publicizes such research. The Center is committed to assisting the Co-Directors with the development of the international practica in Costa Rica, including the process to establish MOUs.

CSUS Office of Global Education (OGE): OGE was created more than 40 years ago based on the premise that “International education increases the *future value* of any education, in any country, in any field, at any phase of one’s professional development.”⁸ CSUS currently hosts approximately 800 international students and visiting scholars from over more than 100 different countries. OGE promotes international education by encouraging students to pursue study abroad opportunities and administering a variety of international academic programs. Moreover, approximately 60 faculty participate in Committees to internationalize the curriculum. Other activities include orientations for Study Abroad and other campus activities.

CSUS International Professional Training and Development Programs (IPTD): The College of Continuing Education (CCE) at CSUS collaborates with international partners around the world to develop and implement customized training programs for professionals who wish to maximize their learning of global issues. CCE also offers a variety of educational tours and excursions abroad that allow participants to immerse in the culture, history, language and tradition of another country while earning academic credit. IPDT is committed to assisting CSUS faculty and

⁸ <http://www.csus.edu/oge/>

students with the international experience in Costa Rica.

International Programs (IP) (CSUSB/CSUS): The California State University system sponsors the International Programs (IP), a system-wide initiative that offers study abroad, in collaboration with distinguished institutions of higher learning, in 19 countries around the world. For Spanish, IP offers students study options related to specific degree and career objectives in Spain, Mexico, and Chile.

CSUSB Latin American Studies Minor: Begun in the Winter of 2002 and supported by US Department of Education's Title VI grant, the Latin American Studies Minor (LAS) provides students with the opportunity to explore a wide range of subjects relating to Latin America through an interdisciplinary curriculum that draws from Arts and Letters, Business and Public Administration, Education, Social and Behavioral Sciences, and Natural Sciences. The Program has also enhanced learning opportunities for students by sponsoring an annual conference with research presentations by national and international Latin American studies scholars. In addition, CSUSB offers minors in Asian Studies and Islamic and Middle Eastern Studies.

CSUSB Study-abroad Summer Program in Valladolid, Spain: Since 2010, the Summer Language Program in Spain attracts students from all disciplines who wish to expand their language skills and take lower-division Spanish language courses abroad, as well as Spanish majors taking upper-division Spanish courses taught by CSUSB faculty. In addition to being a total immersion experience, students are able to earn credits toward their CSUSB degrees.

CSUS Master of Arts Spanish summer pathway: One of the two pathways for the M.A. in Spanish at CSUS is the Summer M. A. pathway, which began as the "Institute for Spanish" in 1964 and 1965. This Study Abroad opportunity offers participants a total Spanish immersion experience in Mexico, Spain, Central or South America and features an academic program at the

graduate level that combines a cultural tour with a month of intensive classes in the areas of Hispanic literatures, cultures and linguistics and educational tours and lectures led by CSUS faculty, as well as in-country guest lecturers at host universities. In addition, CSUS offers minors in Asian American, Chicana/o, and Native American, and Pan African Studies.

The planning for the proposed *Certificate in Healthcare Spanish* involved both administrators and faculty from different colleges at the each campus. At CSUSB, this included the Co-Directors of the Center for the Promotion of Health Disparities Research & Training, the Deans of the Colleges of Arts and Letters and of Natural Sciences, the staff of the Center for International Studies and Programs, and both Chairs and Faculty from World Languages, Nursing, Health Sciences, and Kinesiology, thus making optimal use of available personnel across disciplines on campus. At CSUS, this included the Deans of the College of Arts and Letters and Health and Human Services, the Chairs of Foreign Languages, Nursing, Kinesiology and Health Science, Physical Therapy, Recreation Parks and Tourism, Social Work, and Speech Pathology and Audiology, as well as faculty from the Department of Foreign Language, thus equally making optimal use of resources. All involved administrators, faculty, and staff are committed to support the project during and beyond the funding period.

7. ELEMENTS OF PROPOSED INTL. STUDIES PROGRAM

The security, stability, and competitiveness of the United States in a complex global era depend in part on a well-informed citizenry knowledgeable about world regions and cultures, foreign languages, and international affairs. To meet the national needs for expertise and competence in foreign languages new and innovative curricula, interdisciplinary in nature, are needed. They combine the teaching of foreign languages with professional studies, as addressed by this project.

The development of a much needed **Certificate Program in Healthcare Spanish** and the creation of **specialized instructional materials** for the Certificate are a vital component to **targeted professional-level language study**. The specifically developed new and adapted existing courses will add an essential foreign language component to the curriculum in several healthcare related majors and constitute the foundation for students to complete the international practica in Costa Rica. Overall, this will result in a better prepared workforce with appropriate international experience and foreign language and culture competence. The specifically developed hypertext textbooks and all other aspects of the Certificate Program will be posted on the project website to be used or adapted by other universities for similar specialized foreign language programs for Healthcare Spanish and culminating international practica.

The proposed Certificate's **interdisciplinary nature** is very strong. The newly developed specialized instructional materials will specifically be designed to combine foreign language and culture skills with topics from different healthcare majors through continuing collaboration with the **Interdisciplinary Steering Sub-Committee** including faculty experts from Spanish Language and Linguistics, Nursing, Health Sciences, and Kinesiology. The proposed new and adapted courses will draw from relevant topics in healthcare disciplines while focusing on Spanish language and Hispanic cultures. For instance, a topic of "how to interact with patients during a physical therapy session", as drawn from kinesiology, will be combined with "how to communicate in this situation in Spanish in a culturally appropriate manner".

The Certificate in Healthcare Spanish will lead to **5 new courses**, 4 at CSUSB (SPAN 251, 252, 253, 351) and 1 at CSUS (SPAN 199), and **6 adapted courses**, 3 at CSUSB (SPAN 316B, 575) and 4 at CSUS (SPAN 2A, 2B, 121, 152), including a **culminating international practicum experience**. A total of 11 courses will be impacted by this project on both campuses.

Each of these courses will strengthen the undergraduate instruction in foreign languages through its multidisciplinary design and targeted and specialized foreign language and culture content. The international experience will strengthen the development of Hispanic culture competence in professional settings. As a result, the **aforementioned courses meet the UISFL program goal of improving undergraduate instruction in international studies and foreign languages.**

Overall, the proposed Certificate in Healthcare Spanish will **significantly improve offerings in foreign languages and expand foreign language instruction** to include and focus on **specialized professional linguistic and cultural competence.** To further solidify the impact of the Certificate Program, students will be encouraged to engage in service-learning activities locally, thus expanding foreign language learning beyond the classroom.

8. NEED & PROSPECTIVE RESULTS OF THE PROGRAM

There is an **increased demand for targeted specialized Spanish language instruction** in order to address the needs of the rapidly growing Hispanic population. While progress has been made offering specialized Spanish language courses in Medical Spanish, these courses are designed for students at the beginner's level and are limited to one or two courses covering basic specialized vocabulary. Currently, **there are no comprehensive Certificate Programs for Healthcare Spanish which are designed to take students to the intermediate or advanced proficiency level** and provide an international immersion experience. This is due to the **lack of specialized instructional materials for intermediate-level Healthcare Spanish.** Therefore, the proposed project is much needed and innovative. Its impact will reach beyond the two campuses, as the specialized textbooks which will be **freely available for download from the project website.**

The proposed project **creates an innovative curriculum in Healthcare Spanish** meeting

nationwide standards and needs and ensuring that future generations of Healthcare workers will have the necessary linguistic and cultural knowledge to interact respectfully and appropriately with the Hispanic population. The Certificate in Healthcare Spanish will **impact curricula in multiple colleges and programs at both campuses** and provide access to **second- and third-year specialized Spanish language and Hispanic culture courses, in addition to international practica**. Given that the bulk of work for this project involves the development of specialized hypertext textbooks and curricular planning, once the courses and materials have been created the *Certificate in Healthcare Spanish* is **self-sustaining through student enrollment**. The involvement of multiple colleges and commitment of both administrators and faculty will lead to high enrollments, thus **guaranteeing sustainability beyond the grant period**. The international practicum in Costa Rica will not depend on student enrollment numbers, thus once established, **sustainability is guaranteed** through the established MOUs.

9. COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1 – *Minority-Serving Institutions (MSIs)*: The lead institution, CSUSB, is a federally-recognized MSI (see “special rule” letter in Other attachments). More specifically, **CSUSB is a federally-recognized Hispanic-Serving Institution**. It has the second highest African American (9%) and Hispanic (46%) enrollments of all public universities in California. 70% of those who graduate at CSUSB are the first in their families to do so.

Competitive Preference Priority #2: *Increasing Foreign Language Capacity*: CSUSB and CSUS require two years of foreign study as admission requirement for students entering directly from California high schools (www.csumentor.edu/planning/high_school/subjects.asp), which are 95% of CSU students. Both campuses have a Graduation Requirement of successful completion of one additional year of college level foreign language study.