

**Intercultural Health Certificate to be offered by
IU Department of World Languages and Cultures,
IU School of Nursing, and IU Fairbanks School of Public Health**

Date Submitted: April 5, 2017

1. Characteristics of the Program

- a. **Campus(es) Offering Program:** Indiana University–Purdue University Indianapolis (IUPUI)
- b. **Scope of Delivery (Specific Sites or Statewide):** IUPUI Campus
- c. **Mode of Delivery (Classroom, Blended, or Online):** classroom, online and community-based experiences
- d. **Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**
Community-based experiences may include overseas language immersion courses, service learning with community partners, or clinical (i.e., for Nursing students). Curricular detail will appear in **Appendix 10**.
- e. **Academic Unit(s) Offering Program: (IUPUI School and Department(s))**
Indiana University Department of World Languages and Cultures, Indiana University School of Nursing, and the Fairbanks School of Public Health
- f. **Anticipated Starting Semester:** Summer 2018. Curricular detail will appear in **Appendix 10**.

2. Rationale for the Program

- a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)** Include a brief description of the program, including total number of credits in the program

This is an interdisciplinary certificate program coming from the Department of World Languages and Cultures in the IU School of Liberal Arts at IUPUI in collaboration with Indiana University School of Nursing (IUSON) and Fairbanks School of Public Health (FSPH). This is a proposal for an undergraduate certificate in Intercultural Health housed in the Department of World Languages and Cultures (WLAC) that would be open to all students enrolled in healthcare related fields. World Languages and Cultures is the academic home for the certificate because the majority of the coursework will be in language study, but the primary student participation will come from the IUSON and FSPH. This certificate will fulfill an area of need in the State of Indiana and in the country by educating and training a cadre of healthcare professionals who must abide by their regulatory organizations to provide culturally and linguistically appropriate healthcare services. It will also help these students to be academically and professionally equipped for employment in the private or public sectors; or to be academically qualified to pursue more advanced graduate studies in a masters or doctoral program.

The purpose of the Intercultural Health Certificate is to enhance the knowledge and clinical skills of nurses, public healthcare providers, and other health professionals by promoting an awareness of intercultural relationships. The four-semester program will provide a curriculum that incorporates language proficiency levels in tracks in Chinese (Mandarin),

French, or Spanish at the 300 and 400 levels for undergraduates, combined with a focus on core nursing, public health, and other health science skills that include clinical laboratory and human patient simulation experiences in a bilingual setting.

The Certificate will prepare students in health field areas to become leaders in the service of international and intercultural community members. The preparation includes cultural and linguistic skills, as well as exposure to local and global health issues. IUPUI proposes this program due to a need for such providers in order to offer optimal healthcare to the immigrant and refugee populations.

The minimum number of credits required for the certificate is 18-credit hours, which includes a combination of specified language and culture courses, global issues, cultural competencies and a practicum to apply acquired skills.

“IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.” The Intercultural Health Certificate embodies the IUPUI mission by preparing students to become the future leaders who will serve the local and global communities.

The proposed program aligns well with IUPUI strategic plan for internationalization and global engagement, and plans to follow guidelines and outcomes as outlined by the American Council on Education to provide consistency for coursework and evaluation efforts. The program will include opportunities for internationalization work both at home and abroad. The certificate program also deepens the campus commitment to community engagement, which is part of the IUPUI Strategic Plan.

Strategic actions specific to IUPUI's objectives for health and life sciences reflected in the Intercultural Health Certificate are:

- A. Become a national model for population health, public health, healthcare delivery, and public-private healthcare partnerships.
- B. Engage with community members on health and wellness to improve Indiana's health status and reduce vulnerability to disease. Promote early interventions that target quality-of-life (prevention, physical activities, decreased tobacco use, alternatives to violence, and so on).
- C. Align health-related workforce development and education initiatives to broader campus and university-level priorities and opportunities.
- D. Model sustainability by focusing holistically on the social, environmental, and economic vitality of citizens and communities.
- E. Engage students and faculty from the various health and life sciences schools in collaborating in classroom and clinical settings to deliver higher quality, comprehensive patient care.

Students enrolled in the program will engage in practicums with community partners in order to identify and improve healthcare outcomes. Several community partners have already expressed interest in the program and are willing to interact with the university to provide experiences for the students.

The Intercultural Health Certificate reflects the strengths of IUPUI, an institution known for teaching, learning and community engagement that values the enrichment of quality of life for the people it serves.

- Why is the institution proposing this program?

Demand for healthcare language courses has grown in proportion to an increase in Limited English Proficient (LEP) individuals. The overarching purpose of this certificate is to allow healthcare professionals to improve their language skills and to enable them to communicate more effectively with their patients while having a deeper knowledge and understanding of a patient's culture. By taking a course of study that includes advanced-level applied language courses, such as Spanish/French/Chinese for Healthcare Personnel and courses in Medical Interpreting, healthcare providers can reach a targeted language and cultural understanding proficiency level for their chosen careers.

- What will completing this program prepare the student to do?

By completing this program, students will gain communicative competence and pertinent cultural knowledge in their second language; knowledge of culturally and linguistically appropriate services; and experience with real-world situations for them to apply their knowledge. This program, designed for students who have completed second-year competency in Chinese, French, or Spanish, goes beyond the intermediate language level to prioritize knowledge for pre-health professionals with the linguistic and cultural information needed to practice in an intercultural healthcare environment. Language studies focus on the 5 C's: Communication, Culture, Connections, Comparisons and Communities (American Council on the Teaching of Foreign Languages). This program is designed as an integrated curriculum that combines the learning outcomes of both second language acquisition and the clinical and cultural skills required in nursing, public health, and other health sciences.

As the demand for dual-language healthcare providers grows locally, nationally and worldwide, so grows the need to provide a curriculum that provides an advanced knowledge of other languages and cultures. Dual-language healthcare providers are engaging in an exacting practice that demands lexical precision, detailed knowledge of contexts or terminologies, and a nuanced sense of the purpose of communication and cultural knowledge on patient information and safety. The certificate is designed to increase students' ability to reflect critically on the relationship between the theory and practice of being a dual-language provider, to appreciate differences in discourse typologies, and to be better equipped to confront the complexity of the linguistic choices and their potential ethical implications before they treat future patients. Through this, students will be able to theorize on best practices in public health both in practice and in research.

- How is this program consistent with the missions of the institution and of the school/department?

Academic language programs in the US are becoming more involved in the academic preparation of professionals outside of language study, especially in the areas of medicine, law and business practices. The Department of World Languages and Cultures (WLAC) at IUPUI has been actively involved in fostering the interdisciplinary area of applied language study through offerings in Business, Legal and Medical Spanish, Business and Medical French, and is currently working on the development Medical Chinese. Furthermore, WLAC started teaching Legal and Medical Spanish as online classes years before the IU Online initiative.

The highly ranked School of Nursing and Fairbanks School of Public Health have goals of increasing curricular offerings that include coursework combined with language study. This program opens the door for our institution to be one of the centers for excellence in innovative programs that afford students the opportunity to have simulated patient contact and clinical rotations where they would use their language skills in practice. Studies have shown that applied language study comprehension scores increased from a baseline of 77% to 86% improvement when students were given the opportunity to participate in their programs of study using the language (Frasier et al. 2005).

- How does this program fit into the institution's strategic and/or academic plan?

This certificate fits into the strategic and academic plan by allowing additional opportunities for research and healthcare development for an increasingly diverse country. To date, the traditional exposure of healthcare students to language study has been on the focus of Greek and Latin roots and their etymologies as a basis of understanding medical terminology. Although this class is of the utmost importance in the curriculum of a healthcare program, it does not address the importance of improving interactional language proficiency in the healthcare field with speakers of modern languages.

- How does this program build upon the strengths of the institution?

Research has shown that when patients and providers speak the same language, patients are more likely to report positive physical and mental health outcomes, and that patients' inability to communicate in their native language can lead to delays in healthcare, non-adherence, missed appointments and medical errors (Hardin 2012). This certificate will be one of the few university nursing, public health, and other health sciences certificates around the United States that offer courses geared towards the requests of policy makers in the United States who have recommended recruiting or training more physicians to provide services in Spanish (and by extension considering the growing numbers of immigrants from around the world, in French and Chinese) (Reuland et al. 2008).

- Describe the student population to be served

The population to be served includes Nursing students, School of Public Health students, and students interested and/or enrolled in the Health Professions.

b. State Rationale

- How does this program address state priorities as reflected in Reaching Higher, Achieving More?

The Intercultural Health Certificate gives students an incentive for completing college by providing a platform to work in their chosen area of health while using a combination of language, culture, and healthcare skills. It also sends a message to future students who are still in high school that there will be a program available in Indiana to fulfill their goals and aspirations.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

Indiana is rapidly becoming a multi-national/multi-cultural state. The latest American Community Survey reported that 39.4% of the population of Indiana speaks English "Less than very well". In addition, Title III of the Americans with Disabilities Act ensures that "No individual shall be discriminated against on the basis of disability in any place of public accommodation, which includes the professional office of a healthcare professional and hospitals. In addition, a public accommodation shall take steps to provide auxiliary aids and services, defined to include qualified interpreters, notetakers, computer-aided transcription services, and written materials." Therefore, by law, accurate, timely and effective communication is a right for individuals with limited English Proficiency (LEP) and trained healthcare workers in languages other than English and in intercultural communication are needed to fill this need.

ii. Preparation for Graduate Programs or Other Benefits

By completing this certificate, students will have a base preparation for advancing to the Graduate Certificate in Translation Studies also housed in the School of Liberal Arts.

iii. Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data

Due to the broad scope of students who will benefit from this program, we are using Nursing as an example. **See Appendix 2.**

iv. National, State, or Regional Studies

A recent study conducted by IUPUI School of Public Health in collaboration with La Plaza and Cheers supports the intercultural competence of healthcare workers. **See Appendix 3.**

v. Surveys of Employers or Students and Analyses of Job Postings

Appendix 4 shows the results of a survey of Nursing and Public Health students interested in pursuing an Intercultural Health Certificate.

Also, the great majority of employers in the Indianapolis area are currently posting jobs for bilingual healthcare workers. See **Appendix 4** sample of job postings.

vi. Letters of Support

See **Appendix 5** for Letters of support from Campus Units:

- Thomas Davis, Dean, School of Liberal Arts
- Emily Beckman, DMH, Director, Medical Humanities and Health Studies
- Paul K. Halverson, Founding Dean and Professor, School of Public Health
- Gil Latz, PhD, Associate Vice Chancellor for International Affairs, Professor of Geography and Philanthropic Studies, Office of International Affairs, IUPUI
- Mary E. Riner, PhD, RN, CNE, FAAN, Professor, Associate Dean for Global Affairs, Indiana University School of Nursing

3. Cost of and Support for the Program

The Office of University Academic Affairs (<https://uaa.iu.edu>) will provide assistance on presenting needed resources and sources of funding when it reviews the draft proposal.

a. Costs

i. Faculty and Staff

Currently the complete cadre of language courses required in the Certificate are being offered on a regular basis, as many of them are required or can be electives for the major or minor in the individual languages. See **Appendix 6**.

ii. Facilities

Since the coursework for the certificate is already being offered, there is no projected need for renovations of existing facilities, requests for new capital projects, nor leasing of new space.

iii. Other Capital Costs (e.g., equipment)

There are no projected additional capital costs, including purchase of equipment needed for the certificate.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

No reallocation of resources or elimination or downsizing of current programs is needed.

ii. Special Fees above Baseline Tuition

No special fees will be needed. Online courses would assess the online course fee consistent with the university fee structure.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses Offering (On-Campus or Distance Education) Similar Programs:

Institution	Faculty	Level	Requirements/Curriculum
Union University	Smith, Thomson, and Suiter	G	Certificate in International Health Care Intercultural Studies: 4 hours Center for Excellence in Health Care Practice: 20 hours
Wilmington University	Not listed	U must be RN	Hispanic Cultural Certificate – must have completed nursing diploma or AN degree prior to enrollment in program 18 hours in Spanish language, culture and cultural immersion courses
Elmhurst College	Forster, Wake, and Rust	U	Nursing majors with an Intercultural Studies Minor In consultation with an ICS program coordinator or ICS advisor, students choose a focus for their ICS minor. Students are expected to develop an understanding of one cultural group or to explore a thematic interest in depth. Examples of ICS program focuses include U.S. racial groups, U.S. ethnic groups, cross-cutting minority groups, international areas, or thematic concerns. The minor requires five course credits. Students take two core courses, two focus elective courses, and two one-half credit intercultural courses. At least half must be taken at Elmhurst College. Some focuses, especially international, may need additional foreign language competency.

Xavier University	Debra VanKuiken	U	BSN with Hispanic Focus The Hispanic Focus is a unique elective course of study within the four-year bachelor degree program in nursing, offering interdisciplinary courses and selected nursing assignments intended to enhance the student's understanding of, and nursing practice with, Hispanic peoples. It is open to all undergraduate nursing students and is designed to meet the healthcare needs of the increasing Hispanic population in Greater Cincinnati.. Must have language skills at 202 level, 3 hours of nursing elective and 12 hours Hispanic focus Latin American history and Intermediate Spanish
Hawaii Pacific University	Primary healthcare model using Nurse-advocate team	U or RN	Transcultural Nursing Certificate 16 hours including 13 hours specified transcultural nursing courses and 3 hours in a specified social studies course

b. Articulation of Associate/Baccalaureate Programs

N/A

c. Collaboration with Similar or Related Programs on Other Campuses

Students may take a Department of Communications course, C482: Intercultural Communications, taught by Dr. Elizabeth Goering, Associate Professor of Communication Studies and Director of Online Certificate in Human Communication in a Mediated World.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

18 credit hours are required for the Intercultural Health Certificate. Below is the template for the courses.

See Appendix 10: Credit Hours Required/Time to Completion for specific courses in each of the three language paths and the degree map showing completion within four years.

Template Coursework Pathways for Intercultural Health Certificate

Course Number (300-400 level)	Credits
Foreign language writing course or elective	3
Foreign language conversation course	3
Foreign language medical terms	3
Foreign culture class	3
Global Health Issues or cultural competency equivalent	3
Healthcare clinical, service learning, or related internship*	3
TOTAL (18 hours required)	18

*or equivalent IU approved overseas program

b. Exceeding the Standard Expectation of Credit Hours

N/A

c. Curriculum, Program Competencies, or Learning Outcomes

ADMISSION REQUIREMENTS

To be admitted to the certificate program students must meet the following criteria:

Academic Readiness: Students must have a minimum of a 3.00 overall GPA.

Language Proficiency: Students must have completed first- and second-year courses in the language for their certificate (Chinese, French or Spanish) with a minimum average grade of B in those courses, or a student may take the IUPUI placement test to show placement above the 200-level.

There are no pre-requisite courses from the School of Nursing or the School of Public Health.

Student Learning Outcomes

1. Achieve an intermediate to advanced language proficiency level in the target language.
2. Be able to communicate about health topics in a realistic context when working with patients.
3. Understand patient's cultural background, worldviews and perspectives on health.
4. Locate appropriate language resources for information to give to patients.
5. Be prepared to provide patients with culturally and linguistically appropriate healthcare services.

These learning outcomes support PUL 1.a Communication, PUL 5 Understanding Society and Culture and PUL 3 Integration and Application of Knowledge. All students who

pursue this Program will experience service and/or experiential learning. Some may choose international study.

See Assessment section (below) for additional details.

d. Assessment

To assess language proficiency level students must have completed first- and second-year courses in the language for their certificate (Chinese, French or Spanish) with a minimum average grade of B in those courses, or a student may take the IUPUI placement test to show placement above the 200-level.

There will be a baseline questionnaire for intercultural knowledge, attitude and skills repeated at the conclusion of all coursework. See **Appendix 12** Program Assessment sample

Additional components of the assessment must include:

Objectives and criteria

Assessment is an essential tool of learning and will take place in courses and in practice settings. Please see **Appendix 12** for an assessment of intercultural competency. Students will complete all requirements and pass all courses to demonstrate success. Information gathered through the assessment process will be used to help determine the summative effectiveness of the program in meeting its intended learning outcomes and to inform any adjustments that are determined to be needed to help with continuous programmatic improvement.

Student Outcome (Use action verbs to indicate what students should know and be able to do.)	Where will students learn this knowledge or skill? (In courses? In practice settings? In a culminating experience?)	How will student achievement of the outcome be assessed?	Relationship to Mission, PULs, and RISE?	In what setting will the assessment take place? (In courses? In practice settings? In a culminating experience?)
Example: Solve a practical problem likely to be encountered in practice	Courses 601, 603 field experience	Culminating project	Assignments and evaluation primarily address PULs X, Y, and Z	Course number, etc.

Achieve an intermediate to advanced language proficiency level in the target language.	See specific courses in Appendix 10	Exams	PULs 1, 5, and 3	
Achieve an intermediate to advanced language proficiency level in the target language.	Medical terminology class and Practicum	Exams	PULs 1, 5, and 3	
Understand patient's cultural background, worldviews, and perspectives on health.	Cultural Competency or Global Health Issues	Discussion Groups, projects, and papers	PULs 5 and 3	
Locate appropriate language resources for information to give to patients.	Medical terminology class and Practicum	Exams	PULs 5 and 3	
Be prepared to provide patients with culturally and linguistically appropriate healthcare services.	All courses in the Certificate	Exams, discussion groups, projects, and exams	PULs 5 and 3	

Add outcomes as needed

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

This (degree/certificate) does not prepare graduates for a license or certification.

f. Placement of Graduates

See links to resources in **Appendix 2**.

g. Accreditation

N/A

6. Projected Headcount, FTE Enrollments, and Degrees/Certificates Conferred

- Report headcount, FTE enrollment, and degrees/certificates conferred data in a manner consistent with the ICHE's Student Information System.
- Report a table for each campus or off-campus location at which the program will be offered.
- If the program is offered at more than one campus or off-campus location, a summary table that reports the total headcount, FTE enrollments, and degrees conferred across all

locations should be provided.

- Round the FTE enrollments to the nearest whole number.
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Provide the above in narrative form. The table below will be prepared by the Office of University Regional Affairs, Planning, and Policy for all degrees and for certificates with 30 or more credit hours.

Steve Keucher from the Office of University Regional Affairs, Planning, and Policy was contacted, and the Proposal Committee was informed that the Certificate does not need “the enrollment table or a discussion about resources.”

Appendices

Appendix 1: Institutional Rationale

Appendix 2: Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data

Appendix 3: National, State, or Regional Studies

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings

Appendix 5: Letters of Support

Appendix 6: Faculty and Staff

Appendix 7: Facilities

Appendix 8: Other Capital Costs

Appendix 9: Articulation of Associate/Baccalaureate Programs

Appendix 10: Credit Hours Required/Time to Completion

Appendix 11: Details Related to Exceeding the Standard Expectation of Credit Hours

Appendix 12: Program Assessment and Goals

Appendix 1: Institutional Rationale

This appendix should contain links to the institution's strategic and/or academic plan or the plans themselves.

IUPUI Core: Vision, Mission, Values, and Diversity

Principles of Undergraduate Learning

RISE to the IUPUI Challenge

Describe any innovative features of the program (e.g., involvement with local or regional agencies or offices).

Appendix 2: Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data

This appendix should contain the detailed tables upon which the summary of the labor market demand is based.

[Nursing Policy Report](#)

[Data Report: 2013 Nursing Licensure Survey](#)

[Diversity Initiative](#)

Appendix 3: National, State, or Regional Studies

This appendix should contain links to the studies cited or the studies themselves.

[Community Health Engagement Program Report](#)

[Hispanic Health in Indiana](#)

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings

This appendix should contain links to the surveys or analyses cited or to the documents themselves.

Nursing and Public Health students at IUPUI received a survey to assess interest in a certificate in intercultural health, with 209 respondents. 85% of respondents displayed a level of interest in a certificate program. When asked about the population/language group of interest, most were interested in Spanish, French and Chinese interest was evenly split. Prior level of foreign language education ranges from one year of high school to college major; the highest levels of education were 3-4 years in high school. Interest in learning experience in local vs overseas was higher for local learning, but those reporting extreme interest in overseas experience was 29% compared to 18% extreme interest in local learning.

[Student Interest survey](#)

[Sample job postings](#)

Appendix 5: Letters of Support

This appendix should contain the letters of support for the program that were summarized in Section 2 (c, vi) above.

- In this section please also address whether the proposal has the potential to affect course enrollments in other schools and programs.

See Letters of Support from:

- Thomas Davis, Dean, School of Liberal Arts
- Emily Beckman, DMH, Director, Medical Humanities and Health Studies
- Paul K. Halverson, Founding Dean and Professor, School of Public Health
- Gil Latz, Ph.D., Associate Vice Chancellor for International Affairs, Professor of Geography and Philanthropic Studies, Office of International Affairs, IUPUI
- Mary E Riner, PhD, RN, CNE, FAAN, Professor, Associate Dean for Global Affairs, Indiana University School of Nursing

[Letters of Support](#)

Appendix 6: Faculty and Staff

This appendix should contain a list of faculty with appointments to teach in the program and a brief description of new faculty positions yet to be filled.

Department of World Languages and Cultures:

Spanish

Marta Antón, PhD

Amy Bomke

Herbert Brant, PhD

Tamara Cabrera, PhD

Audrey Gertz, PhD

Daniela Shuvaks Katz

Rosa Tezanos-Pinto, PhD

Jose Vargas-Vila

Iker Zulaica, PhD

French

Didier Bertrand, PhD

Kate Miller, PhD

Kathryn Lauten, PhD

Obioma Nnaemeka, PhD

Chinese

Jing Wang, PhD

School of Nursing

Mary Beth Riner, PhD

Barbara deRose, PhD

Fairbanks School of Public Health

Silvia Bigatti, PhD

Appendix 7: Facilities

This appendix should contain additional information on major impacts on facilities caused by this program.

N/A.

Appendix 8: Other Capital Costs

This appendix should contain additional information on other capital costs associated with the program.

N/A

Appendix 9: Articulation of Associate/Baccalaureate Programs

This appendix should contain the actual articulation agreements relevant to the proposed program.

N/A

Appendix 10: Credit Hours Required/Time to Completion

This appendix should contain the semester-by-semester, course-level detail on the program curriculum, including how long it will take to complete the program, assuming full-time study. If the program is an undergraduate degree/major, a four-year degree map should be submitted that specifies critical courses and milestones to be completed by particular points in time.

The total number of credits for the Certificate in Intercultural Health is 18. The minimum GPA required for the completion of the certificate is 3.0

- Recommended CIP code (consult with Office of the Registrar)

Course Offerings

Spanish Coursework Pathways for Intercultural Health Certificate

Non-native and native speakers only potential difference is listed under "Foreign language conversation course":

Course Number	offered Fall	offered Spring	offered Summer	Credits
Foreign language writing course SPAN-S313	X	X	X	3
<i>Native or heritage speakers take SPAN-S318</i>	X	X		
Foreign language conversation course SPAN-S317	X	X		3
<i>Native or heritage speakers take another Foreign culture class in Spanish instead of Conversation by approval of the Director of the Program in Spanish</i>				
Foreign language medical terms SPAN-S319		X		3
SPAN-S429	X			3
Foreign culture class SPAN-S 363, SPAN-S411, SPAN-S412	X	X		3
Global health issues Or Cultural competency				3
H330 Global Public Health	X	X		
S340 Cultural Competency in the Promotion of Health	X			
	X	X		

B334 Translational Care of Families and Populations	X	X	X	
B444 Nursing Intensive: Managing Health & Illness Across Care Environments		X		
K434 Global Health Issues			X	
K492 Contemporary Global Health Issues in Nursing				
Healthcare practicum* Or Independent Study/internship				3
H380 Health Service Management Internship	X	X	X	
TOTAL Must complete 18 hours total				18

*or equivalent IU approved overseas program

French Coursework Pathways for Intercultural Health Certificate

Non-native and Native speakers only potential difference is listed under "Foreign language conversation course":

Course Number	offered Fall	offered Spring	offered Summer	Credits
Foreign language writing course or elective FREN: F328, F330, F336 or F402	X			3
Foreign language conversation course FREN: F315, F331, F380 or F480; F316 will be proposed S2017 and will be a companion course to F315 but with different topics/books <i>Native or heritage speakers take either another Foreign language writing course or another Foreign culture class (both in the Program in French) instead of Conversation by approval of the Director of the Program in French</i>	X			3
Foreign language medical terms FREN: F334 or F434		X (of even years)		3
Foreign culture class FREN: F300, F307, F350, F360, F453, F430, F352 or 452, F341, F326 or 451, F391 or 460		X		3

Global health issues Or Cultural competency				3
H330 Global Public Health	X	X		
S340 Cultural Competency in the Promotion of Health	X			
B334 Translational Care of Families and Populations	X	X		
B444 Nursing Intensive: Managing Health & Illness Across Care Environments	X	X	X	
K434 Global Health Issues		X		
K492 Contemporary Global Health Issues in Nursing			X	
Healthcare practicum* Or Independent Study/internship				3
H380 Health Service Management Internship	X	X	X	
TOTAL Must complete 18 hours total				18

*or equivalent IU approved overseas program

Chinese Coursework Pathways for Intercultural Health Certificate

Course Number	offered Fall	offered Spring	offered Summer	Credits
Foreign language writing course or elective				3
EALC C 301 Third-Year Chinese Language I	X			
EALC C 302 Third-Year Chinese Language II		X		
EALC C 401 Fourth-Year Chinese I	X			
EALC C 402 Fourth-Year Chinese II		X		
EALC C490 Study Abroad in China			X	

Foreign Language Conversation course (Same course options as for the Writing class)				3
Foreign language medical terms course (Traditional Chinese Perspectives on Human Body and Health Maintenance). This course is in the process of development		X		3
Foreign culture class Every semester one culture course will be offered from the following choices: EALC-E334, EALC-E335, or EALC-E396	X	X		3
Global health issues Or Cultural competency H330 Global Public Health S340 Cultural Competency in the Promotion of Health B334 Translational Care of Families and Populations B444 Nursing Intensive: Managing Health & Illness Across Care Environments K434 Global Health Issues K492 Contemporary Global Health Issues in Nursing	X X X X X	X X X X	 X X	3
Healthcare practicum* Or Independent Study/internship H380 Health Service Management Internship	X X	 X	 X	3
TOTAL Must complete 18 hours total				18

*or equivalent IU approved overseas program

Appendix 11: Details Related to Exceeding the Standard Expectation of Credit Hours

The program will not exceed 120 semester credit hours.

Appendix 12: Program assessment and goals

SAMPLE of Program Assessment

IUPUI's International Learning Guidelines and Your Experience as an IUPUI Student

Name _____

Part I: Please respond with the level of agreement *based on your experiences as a student at IUPUI* through curricular and co-curricular activities

1. I have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I am able to analyze and evaluate the forces shaping international events, both now and in the past.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. I have detailed knowledge of the cultures, languages, history, and/or current condition of at least one country beyond the United States.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. I recognize the many ways “the global is reflected in the local” within the United States and beyond.

Strongly Disagree Disagree Neutral Agree Strongly Agree

5. I have reflected upon the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems.

Strongly Disagree Disagree Neutral Agree Strongly Agree

6. I appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication.

Strongly Disagree Disagree Neutral Agree Strongly Agree

7. I use diverse cultural frames of reference and alternate perspectives to think critically and solve problems.

Strongly Disagree Disagree Neutral Agree Strongly Agree

8. I am skilled at interacting and collaborating with individuals and organizations from other countries.

Strongly Disagree Disagree Neutral Agree Strongly Agree

9. I am humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.

Strongly Disagree Disagree Neutral Agree Strongly Agree

10. I understand the global context of my chosen profession and have blended international perspectives into my professional learning.

Strongly Disagree Disagree Neutral Agree Strongly Agree

11. I have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.

Strongly Disagree Disagree Neutral Agree Strongly Agree

12. I can apply my international learning to the diversity in the communities in which they live.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Part II: Choose two of the International Learning Guidelines listed above and respond to the following:

1. Describe the qualities of an individual who has achieved the learning described in each guideline.
2. Provide an example or two examples of experiences where you gained knowledge or understanding about this topic from your coursework (at IUPUI) or academically-related experiences.
3. How might you gain further understanding of knowledge of this learning guideline during our upcoming program?

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**A Responsive Curriculum: International Learning Goals
for IUPUI's Many Schools and Diverse Student Body
(Defined by a Campus-Wide Group of Faculty, adopted Oct. 2006)**

IUPUI is dedicated to graduating students who understand and function well in the globally interdependent world of the 21st century because they:

- Have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other.
- Are able to analyze and evaluate the forces shaping international events, both now and in the past.
- Have detailed knowledge of the cultures, languages, history, and/or current condition of at least one country beyond the United States.
- Recognize the many ways “the global is reflected in the local” within the United States and beyond.
- Have reflected upon the distinctive position of the United States on the international stage, and have a good, working knowledge of American history and cultural systems.
- Appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication.
- Are skilled at interacting and collaborating with individuals and organizations from other countries.
- Use diverse frames of reference and international dialogue to think critically and solve problems.
- Are humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.
- Understand the global context of their chosen profession and have blended international perspectives into their professional learning.
- Have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.
- Can apply their international learning to diversity in the communities in which they live.