

Program Description

Bachelor of Science Degree in Spanish

To be offered by Indiana University as a collaborative program at multiple campuses

1. Characteristics of the Program

a. Campus(es) Offering Program – Collaborative Degree Shared by

Indiana University East

IUPUI

Indiana University Kokomo

Indiana University Northwest

Indiana University South Bend

Indiana University Southeast

b. Scope of Delivery: Statewide

a. Mode of Delivery: 100% Online

b. Other Delivery Aspects: Internships

c. Academic Unit(s) Offering Program by campus:

School of Humanities and Social Sciences, IU East

School of Liberal Arts, IUPUI

School of Humanities and Social Sciences, IU Kokomo

College of Arts and Sciences, IU Northwest

College of Liberal Arts and Sciences, IU South Bend

School of Arts and Letters, IU Southeast

2. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

The proposed IU Collaborative Online B.S. in Spanish will combine a rigorous program of study that develops language proficiency, cultural fluency and professional competence in Spanish with the flexibility of an online format to reach an anticipated audience of traditional and non-traditional online students (including current undergraduates, working adults, degree completers, and transfer students). These students may be Indiana residents working full-time, and therefore unable to attend a conventional face-to-face program offered by these IU campuses, or out-of-state students looking for a high quality and affordable program of study to develop their Spanish language skills.

The innovative curriculum uses IU's Bachelor of Science degree structure to incorporate four new pre-professional focused minors that align with the needs and interests of the anticipated student audience. In addition to 33 credit hours of core Spanish coursework, students in the program will be required to complete one of the following four minors:

- Spanish for Business,
- Spanish for Medical Communication,
- Hispanic Cultures for Travel and Tourism,
- Hispanic Cultures in the U.S.

Each minor includes six credit hours of upper-level coursework conducted in Spanish and twelve credit hours of coursework conducted in English selected from the fields of Applied Health, Business, Communications, Latino Studies, and Tourism, Event, and Sport Management.

By combining high quality coursework, extensive practice and application in the Spanish language, investigation of Hispanic Cultures, with coursework tied to particular professional settings, the program will provide students with a comprehensive program of study that will prepare them to put their language skills to work.

- How is it consistent with the mission of the institution?

Following the charge of [Indiana University's Mission Statement](#), the collaborative Bachelor of Science in Spanish will promote broad access to an excellent undergraduate program and provide students with the tools and skills to prepare for a global society.

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

This Bachelor of Science degree in Spanish answers the charge of the [Indiana University Bicentennial Strategic Plan](#) to provide an excellent education that promotes retention and completion through innovative online instruction that accommodates the work schedules and family demands of working Hoosiers.

IU is a public university in a deep sense; it exists to benefit all the people of the state, and the world beyond, and has a charge to continue its long tradition of engagement in the economic, social, environmental, and cultural life of all Hoosiers. This charge applies to all IU campuses, and it has special significance for the regional campuses. These campuses' communities and regions rely on their respective campuses for undergraduate and professional education that addresses regional needs.

This degree is proposed as a collaborative degree program to be delivered by six IU campuses—East, IUPUI, Kokomo, Northwest, South Bend and Southeast. By design, this collaborative program provides efficiencies of scale while respecting the unique characteristics of the participating campuses as they shape their campus-based, face-to-face programs.

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

The [Indiana University Bicentennial Strategic Plan](#) identifies the integration of new educational technologies and collaborative platforms in the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of Indiana. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses and the expertise of IU faculty.

See Appendix 1 for web addresses to the following documents:

- [Indiana University's Mission Statement](#)
- [Indiana University Bicentennial Strategic Plan](#)
- [IU Online: A Collaborative Model for Online Education at Indiana University](#)

b. State Rationale

- How does this program address state priorities as reflected in the ICHE's 2020 strategic plan [Reaching Higher in a State of Change: Indiana's Agenda for Higher Education](#)?

The proposed collaborative Bachelor of Science in Spanish will address each of the three goals cited in *Reaching Higher in a State of Change: Indiana's Agenda for Higher Education*.

- I. Completion—The collaborative online format of the B.S. in Spanish will reduce the barriers to graduation that impede many face-to-face students in their progress to degree, such as
 - a. Conflicts between work and school schedules (addressed by asynchronous course structures);
 - b. Flexibility in terms of course load across Fall, Spring, and Summer offerings, and
 - c. Increased frequency of individual course-offerings (increased focus on Academic Year as 12-month cycle facilitates students who spread enrollment across all three terms).
- II. Equity—The collaborative model for IU's Bachelor of Science in Spanish brings together the collective expertise of Indiana University faculty and incorporates the latest evidence-based research and technological innovation to improve student learning outcomes. This educational model aligns with the Indiana Commission for Higher Education's goal to provide more Hoosiers access to affordable, flexible opportunities for education. IU Online's collaborative partnership model leverages the diverse expertise and resources of campuses to support student success from the admissions/recruitment phase through an orientation to online learning, academic supports such as online math and writing tutoring, success coaching, financial and career services. In this hybrid program, these online wrap-around supports promote the goal of supporting students and increasing educational opportunity.
- III. Talent—The workforce demand for Bachelor of Science graduates is expected to grow at a faster than average rate over the next 10 years with strong growth in wages. Graduates of the IU collaborative online Bachelor of Science in Spanish will demonstrate a number of skills highly prized by employers including Spanish language proficiency, cultural fluency, and professional competence.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

Employment opportunities in the fields of Spanish are expected to continue growing well above average for the next 10 years at the state, regional, and national level. The education consulting firm EMSI: Labor Market Analytics data shows an increase in job listings with Spanish as a preferred requirement in social and human services; sales management, wholesale and manufacturing; paralegals and legal assistants; child, family, and school social workers; and medical professionals in regional and national markets.

See Appendix 2 for Indiana DWD and/or U.S. Department of Labor Data source data.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

The IU online collaborative Bachelor of Science in Spanish prepares students for entry into the labor market; however, the solid liberal arts foundation and suite of core Spanish coursework will prepare students for admission to a wide variety of professional graduate programs.

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

The Bachelor of Science in Spanish expands graduates' workplace marketability especially as the number of Spanish-speakers continue to increase in the United States. Additionally, Spanish pairs well with other fields of study such business, travel and tourism, and healthcare, thus opening a multitude of markets in which students can find a job, both domestically and internationally. Spanish graduates can pursue careers in a variety of fields. The U.S. Bureau of Labor Statistics data shows an average or faster than average increase of entry-level jobs that graduates with a Bachelor of Science in Spanish might pursue. These include:

- Meeting, convention, and event planners
- Public relations specialists
- Sales managers
- Training managers
- General and operations managers
- Interpreters and translators/medical communications
- Human resources specialists

See Appendix 2 for Indiana and/or U.S. Department of Labor Data source data.

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

In a survey conducted in 2019 for Indiana University, education consulting firm EMSI: Labor Market Analytics projected the following workforce data for graduates with a Bachelor's degree:

- 127,619 job were posted in 2018 with the keyword *Spanish* openings in Indiana, Illinois, Kentucky, Michigan, and Ohio.
- In 2018 regional job growth as projected by EMSI was +3.8% above the national average, +5.9%.

Source: EMSI: Labor Market Analytics. "Program Market Demand: Bachelor's Degree Q3 2019 Data Set." 2019.

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

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

Appendix #3.1 and 3.2 contain recent Indiana job listings with a requirement of bilingual in Spanish skill posted in the summer 2020.

- Spanish Medical Translator (93000544) | Eskenazi Health, located in Indianapolis, IN
- Assistant Director of Admission | Ivy Tech Community College, located in Indianapolis, IN

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

Each participating campus has signed Memoranda of Agreements covering the curriculum, administration, and assessment of the degree and teaching commitments. These documents are on file with the Office of Online Education.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

The faculty and staff required to deliver this degree are in place.

See Appendix 4 for Faculty and Staff, Detail

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

This program will not require any renovations or new space.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

No additional capital costs are required.

b. Support

i. Nature of Support (New, Existing, or Re-allocated)

- Summarize what reallocation of resources has taken place to support this program.
The Offices of Online Education (OOE) and Collaborative Academic Programs (OCAP) coordinate and support the delivery of IU's multi-campus online degrees. Campus-specific costs will be covered by existing resources.
- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

Not Applicable

ii. Special Fees above Baseline Tuition

Students will be assessed an existing \$30 per credit distance education fee, in addition to baseline Trustee approved tuition and mandatory fees. This fee supports online infrastructure, compliance, course design, and student support services.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible.
- See *CHE Appendix A: Similar Programs at Other Institutions*

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.
- See *CHE Appendix B: Related Programs at the Proposing Institution*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

The following face-to-face programs would be competitors to this degree program:

- Michigan State University
- Illinois Wesleyan University
- John Carroll University
- Purdue University
- Ball State University

The following list includes highly ranked 100% online programs that could compete with this program:

- Arizona State University
- Auburn University
- Colorado State University
- Georgia State University
- Loyola University Chicago

c. Articulation of Associate/Baccalaureate Programs

Please see Appendix 5 for a 1+3 State General Education Core Course Articulation plan. OCAP and the University Transfer Office will solicit feedback from partner institutions such as Ivy Tech and Vincennes and post this plan online to provide potential transfer students with important degree planning information.

d. Collaboration with Similar or Related Programs on Other Campuses

The collaborative online B.S. in Spanish will be listed with the other 100% online programs posted at IU Online web portal and will receive marketing and recruitment support from the Office of Online Education (OOE). OOE staff and representatives will be trained to answer initial responses regarding the program and refer prospective students to the campuses for follow-up. OOE will partner with this academic program to provide marketing and recruitment campaigns that reinforce the overall recruitment message and maximize the utilization of OOE, campus, and program resources. OOE will provide effectiveness tracking of marketing campaigns and establish Return on Investment for marketing and recruitment of IU Online students.

In addition, OOE will provide a suite of services for online students. The office provides 24/7 support for students via phone, email and chat. During the 2016-17 academic year, OOE is rolling out the following support for students pursuing an IU Online program:

- onboarding/orientation to online education at IU,
- coaching and mentoring services,
- math and writing tutoring,
- career services.

OOE has entered into partnership arrangements with providers on several IU campuses, and these offices will take the lead in providing services to students in 100% online collaborative degrees. In addition, these partnerships will also coordinate student conduct, ADA compliance, and student advocacy for students enrolled at multiple campuses. With regard to student conduct and student grievances, OOE will facilitate conversations among campuses, and, to the extent possible, seek to resolve the issue using existing campus processes.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

Working professionals will be able to complete the 120-credit hour B.S. in Spanish 40-80 months of consecutive enrollment.

- Full-time students who take 15 credit hours per semester in the fall and spring and 6 credit hours over the summer will finish in 40 months.
- Part-time students who complete 18 credits per year (fall, spring, and summer) will take 75 to 80 months depending upon their actual credit loads.

Please see Appendix 6 for a complete curriculum map.

b. Exceeding the Standard Expectation of Credit Hours

Not Applicable – The B.S. in Spanish is 120 credit hours

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

a. Program Goals and Learning Outcomes:

The IU Collaborative Online B.S. in Spanish will provide online students with:

1) A rigorous curriculum that develops

- a) Language proficiency,
- b) Cultural facility, and
- c) Sociolinguistic competence for professional purposes.

Learning Outcomes:

Students will:

1) Exhibit communicative competence in language skills (Speaking, Listening, Writing and, Reading).

Measurable outcomes:

- a. Score in the intermediate high on the ACTFL proficiency scale.
- b. Successfully develop research projects and papers with presentation

components.

- c. Engage in experiential learning (e.g. service learning, community projects, and/or research) with Hispanic communities in the U.S. and/or abroad in ethically and culturally sensitive ways.

2) Demonstrate understanding of diverse fields of Spanish and its applications.

Measurable outcomes:

- a. Select, integrate, and apply methods of analyzing language, literature, and cultural products and practices.
- b. Evaluate historical significance of major people/events in Hispanic cultures.
- c. Compare and contrast diverse Hispanic cultures and identities.

3) Use knowledge of the Spanish language and Hispanic cultures to develop critical thinking skills.

Measurable outcomes:

- a. Compare and contrast ideas related to the Hispanic world in relation to global issues.
- b. Critically analyze and assimilate source materials in Spanish.
- c. Develop logical arguments that demonstrate cultural awareness.

4) Apply Spanish language and knowledge of Hispanic Cultures in a variety of real-world settings using skills developed in Spanish major courses and one of four program-sponsored minors.

- Spanish for Medical Communication,
- Spanish for Business,
- Spanish for Cultural Travel and Tourism,
- Spanish and Hispanic Cultures in the U.S.

Measurable outcomes:

- a. Foster understanding across linguistic boundaries when technical and medical terminology present an added level of complexity.
- b. Compare and contrast communication strategies across cultures and in different professional settings.
- c. Coordinate intercultural communication and experiences across the English/Spanish linguistic boundary.
- d. Demonstrate the acquisition of critical awareness of the Latinx experience across communities.

d. Assessment

Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The MOA2 Faculty Committee of the B.S. in Spanish will develop a primary trait rubric for each of the learning outcomes associated with program Learning Outcomes 1, 2, 3, and 4 and post copies to

Canvas. Each instructor in the B.S. Spanish core will evaluate at least one assignment using the rubric to assess how students in the course meet its designated learning outcome. The steering committee will hold an annual meeting to review the course rubrics and consider how the curriculum can be improved.

e. Licensure and Certification

Not applicable.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

Positions in business, travel and tourism, and healthcare where Spanish language skills are required.

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Not applicable.

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

Not applicable

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission'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, which reports the total headcount and 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.

Appendix 1: Institutional Rationale, Detail

- Indiana University's 2014 Mission Statement is posted to the IU website at: <https://strategicplan.iu.edu/mission-values-vision/mission.html>

- Indiana University Bicentennial Strategic Plan posted to the IU website at:
<https://strategicplan.iu.edu/plan/education.html>
- January 2016 IU Online: A Collaborative Model for Online Education at Indiana University posted to the IU website at:
https://teachingonline.iu.edu/about/staff/collaborative_model.html

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University (East, Kokomo, Northwest, South Bend, Southeast, IUPUI)
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Year 6 2026-27
Enrollment Projections (Headcount)						
Full-time Students	24	48	72	96	120	120
Part-time Students	12	24	36	48	60	60
	36	72	108	144	180	180
Enrollment Projections (FTE)*						
Full-time Students	24	48	72	96	120	120
Part-time Students	6	12	18	24	30	30
	30	60	90	120	150	150
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	24	36	36

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University East
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Year 6 2026-27
Enrollment Projections (Headcount)						
Full-time Students	4	8	12	16	20	20
Part-time Students	2	4	6	8	10	10
	6	12	18	24	30	30
Enrollment Projections (FTE)*						
Full-time Students	4	8	12	16	20	20
Part-time Students	1	2	3	4	5	5
	5	10	15	20	25	25
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	4	6	6

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University-Purdue University Indianapolis
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Year 6 2026-27
Enrollment Projections (Headcount)						
Full-time Students	4	8	12	16	20	20
Part-time Students	2	4	6	8	10	10
	6	12	18	24	30	30
Enrollment Projections (FTE)*						
Full-time Students	4	8	12	16	20	20
Part-time Students	1	2	3	4	5	5
	5	10	15	20	25	25
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	4	6	6

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Kokomo
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
Enrollment Projections (Headcount)						
Full-time Students	4	8	12	16	20	20
Part-time Students	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>	<u>10</u>
	6	12	18	24	30	30
Enrollment Projections (FTE)*						
Full-time Students	4	8	12	16	20	20
Part-time Students	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>5</u>
	5	10	15	20	25	25
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	4	6	6

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Northwest
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Year 6 2026-27
Enrollment Projections (Headcount)						
Full-time Students	4	8	12	16	20	20
Part-time Students	2	4	6	8	10	10
	6	12	18	24	30	30
Enrollment Projections (FTE)*						
Full-time Students	4	8	12	16	20	20
Part-time Students	1	2	3	4	5	5
	5	10	15	20	25	25
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	4	6	6

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Southeast
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	Year 6 2026-27
Enrollment Projections (Headcount)						
Full-time Students	4	8	12	16	20	20
Part-time Students	2	4	6	8	10	10
	6	12	18	24	30	30
Enrollment Projections (FTE)*						
Full-time Students	4	8	12	16	20	20
Part-time Students	1	2	3	4	5	5
	5	10	15	20	25	25
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	4	6	6

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University South Bend
 Program: Bachelor of Science in Spanish
 Proposed CIP Code: 16.0905
 Base Budget Year: 2021-22

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
Enrollment Projections (Headcount)						
Full-time Students	4	8	12	16	20	20
Part-time Students	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>	<u>10</u>
	6	12	18	24	30	30
Enrollment Projections (FTE)*						
Full-time Students	4	8	12	16	20	20
Part-time Students	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>5</u>
	5	10	15	20	25	25
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	4	6	6

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

Appendix 2: Summary of Indiana and/or U.S. Department of Labor Data—Sites visited April 6, 2020.

Quick Facts: Meeting, Convention, and Event Planners	US National	Indiana
2019 Annual Pay (average)	\$50,600 per year	\$43,380
Typical Entry-Level Education	Bachelor's degree	Bachelor's degree
On-the-job Training	None	Long-term on-the-job training
Number of Jobs US, 2018-2028 Indiana, 2016-2026	134,100	1,280
Job Outlook , US, 2018-2028 Indiana, 2016-2026	+7% (Faster than average)	+10%
Projected Employment US 2018-2028 Indiana, 2016-2026	143,800	1,410
Projected Annual Job Openings , US, 2018-2028 Indiana, 2016-2026	16,800	170

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Meeting, Convention, and Event Planners*, retrieved May 27, 2020. <https://www.bls.gov/ooh/business-and-financial/meeting-convention-and-event-plannerses.htm>

O*NETOnline, *Summary Report for 13-1121.00 – Meeting, Convention, and Event Planners*, retrieved May 27, 2020. <https://www.onetonline.org/link/summary/13-1121.00>

Quick Facts: Training Managers	US National	Indiana
2019 Annual Pay (average)	\$113,350 per year	\$94,710
Typical Entry-Level Education	Bachelor's degree	Bachelor's degree
Work Experience in a Related Occupation	5 years or more	5 years or more
On-the-job Training	None	None
Number of Jobs US, 2018-2028 Indiana, 2016-2026	37,800	880
Job Outlook , US, 2018-2028 Indiana, 2016-2026	+8% (Faster than average)	+11%
Projected Employment US 2018-2028 Indiana, 2016-2026	40,900	880
Projected Annual Job Openings , US, 2018-2028 Indiana, 2016-2026	3,800	80

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Training Managers*, retrieved May 5, 2020. <https://www.bls.gov/ooh/management/training-and-development-managers.htm>

O*NETOnline, *Summary Report for 11-3131.00-Training and Development Managers*, retrieved May 5, 2020.

<https://www.onetonline.org/link/summary/11-3131.00>

Appendix 2: Summary of Indiana and/or U.S. Department of Labor Data—Sites visited April 6, 2020.

Quick Facts: General and Operations Managers	US National	Indiana
2019 Annual Pay (average)	\$123,880 per year	\$88,800
Typical Entry-Level Education	Bachelor’s degree	Bachelor’s degree
On-the-job Training	None	Long-term on-the-job training
Number of Jobs US, 2018-2028 Indiana, 2016-2026	2,376,400	49,810
Job Outlook , US, 2018-2028 Indiana, 2016-2026	+7% (Faster than average)	+9%
Projected Employment US 2018-2028 Indiana, 2016-2026	2,541,400	54,490
Projected Annual Job Openings , US, 2018-2028 Indiana, 2016-2026	230,000	4,660

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, General and Operations Managers, retrieved May 29, 2020. <https://www.bls.gov/oes/2018/may/oes111021.htm>

O*NETOnline, *Summary Report for 11-1021.00 – General and Operations Managers*, retrieved May 29, 2020.

<https://www.onetonline.org/link/summary/11-1021.00>

Quick Facts: Interpreters and Translators/Medical Communication	US National	Indiana
2019 Annual Pay (average)	\$51,830 per year	\$41,380
Typical Entry-Level Education	Bachelor’s degree	Bachelor’s degree
On-the-job Training	None	Long-term on-the-job training
Number of Jobs US, 2018-2028 Indiana, 2016-2026	76,100	900
Job Outlook , US, 2018-2028 Indiana, 2016-2026	+19% (Much faster than average)	+16%
Projected Employment US 2018-2028 Indiana, 2016-2026	2,541,400	1,040
Projected Annual Job Openings , US, 2018-2028 Indiana, 2016-2026	14,600	100

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, *Interpreters and Translators*, retrieved May 29, 2020. <https://www.bls.gov/oes/2018/may/oes111021.htm>

O*NETOnline, *Summary Report for 27-3091.00 – Interpreters and Translators*, retrieved June 1, 2020.
<https://www.onetonline.org/link/summary/27-3091.00>

Appendix 3.1 Job Listing #1 Spanish Medical Translator, Eskenazi Health

Requisition ID: 4444

Date Posted: 5/30/2020

Location: Eskenazi Health, located in Indianapolis, IN

Date Closing: open until filled

Job Summary:

Eskenazi Health is seeking an experienced Spanish Medical Translator to assist with translating and proofreading written communications from English to Spanish. The ideal applicant will possess an excellent command of English and Spanish languages, with a focus on written (not verbal/interpreting) communications. The translator is responsible for ensuring the translations convey the meaning of the original documents, and provides effective and efficient written communication from source to target language. Qualified candidates will possess a strong knowledge and understanding of grammar, semantics, and terminology in both languages. Backgrounds in linguistic, journalism, communications, and translation are encouraged to apply.

Essential Functions and Responsibilities:

- Proactively contributes to Eskenazi Health's mission: Advocate, Care, Teach and Serve with special emphasis on the vulnerable population of Marion County
- Provides detailed Spanish medical translations, which includes legal and other terminology
- Utilizes reliable resources for medical, legal, cultural, and other terminology
- Employs a clear writing style taking into consideration target audience
- Researches information pertinent to translation projects
- Maintains effective and efficient communication with Team Leader
- Applies grammar rules while maintaining cultural relativity
- Keeps informed of changes in the Spanish language, particularly as published by the 'Real Academia de la Lengua Espanola' and other authorities and entities in the language, communication, and related fields
- Meets periodically with translation team members to update team glossary, review projects and share lessons learned
- Responds to team leader requests with high accuracy and timeliness

Job Requirements:

- Strong medical terminology in both English and Spanish
- Excellent written skills in the Spanish and English language
- Ability to conduct research for clarity and accuracy
- Experience in translations related to the medical and related fields preferred
- Ability to work well with others
- Possesses a strong working knowledge of Microsoft Excel and Word
- Ability to collaborate with translators and customers on editing of completed document
- Working towards or completion of National Certification in Spanish Medical Translation

Knowledge, Skills, and Abilities:

- Bachelor's Degree is preferred in any Human Services related field
- At least three years of related experience and education will be considered in lieu of degree
- Prefer a minimum of one year of experience working with translation of written documents from English to Spanish

- Trained in medical terminology in both English and Spanish
- Bilingual and Bicultural (English and Spanish)
- Must know how to conduct research using reliable sources
- Must be highly skilled in conveying messages clearly from source to target language
- Possesses impeccable knowledge of spelling and

Job Type: Full-time, days

Salary range: \$36,860 - 49,780 /year

Retrieved 10 June 2020, <https://careers.hhcorp.org/job/Indianapolis-SPANISH-MEDICAL-TRANSLATOR-%2893000544%29-IN-46202/647652000/>

Appendix 3.2 Job Listing #2 Assistant Director of Admissions, Ivy Tech Community College

Date Posted: 6/9/2020

Location: Indianapolis, IN

Job no: 506741

Date Closing: 6/28/2020

General Description of Position:

The Assistant Director of Admissions (ADA) assists with the development and implementation of the recruitment plan for high schools and surrounding communities. The ADA is responsible for participating in recruitment activities both on and off campus.

Major Responsibilities: Expectation is 100% focus on customer service:

- *Demonstrate a strong customer service and/or student advocacy through a positive attitude of approachability, adaptability, strong problem-solving and desire to identify and support student success.*
- *Engage in behaviors that create an inclusive environment in which all people are valued and supported.*
- *Go beyond the easiest or surface answer for a student and get to the root cause of the problem, question, or issue to solve it as quickly and professionally as possible.*
- *Recruitment and Outreach:*
- *Identify and build relationships with community agencies, social service agencies, and community leaders with a focus on the Latino community in order to create awareness about Ivy Tech Community College*
- *Develop and maintain positive relationships with high school guidance counselors, teachers and administrators*
- *Coordinate and conduct informational sessions in high schools and local communities*
- *Coordinate and participate in on-campus visitation programs*
- *Attend college fairs within the local communities and in businesses as assigned*
- *Work with cross-section of co-workers from across the college to promote Ivy Tech programs*
- *Maintain lead base within CRM to effectively communicate with prospective students*
- *Provide services required for prospective students to successfully enter the college system and select and schedule first semester courses.*
- *May be assigned to work with target populations such as Latino/Hispanic, Adults, or African-American.*
- *May be assigned to provide bilingual services*
- *Is or becomes knowledgeable in financial aid to use as a comprehensive recruitment tool.*

Administration:

- *Report recruitment activities to Director of Admissions on regular basis*
- *Complete all necessary administrative documentation in a timely manner with 100% accuracy*
- *Understand and comply with college policies and procedure*

Technical Support

- *Understand and use Banner, CRM, and Microsoft Office products*
- *Ability to communicate effectively via email, IM and chat methods*
- *Use of smart device necessary for telephone, email and calendar scheduling while on recruitment duties.*

Qualifications:

- Bachelor's degree
- Bilingual/Spanish required
- Familiarity of the local Latino community and supporting organizations
- Two to three years' experience working or volunteering with a young diverse audience, and exhibit strong cultural sensitivity
- Excellent communication skills
- Advanced computer knowledge including Word, Excel, Access, PowerPoint, Outlook and web design applications
- Must possess significant knowledge and skill using electronic communication methods.
- Ability to present a positive college image through in-person interactions and electronic forums, maintaining superb professionalism and attention to detail
- Must exhibit excellent grammar, punctuation, and language
- Must type minimum of 45 WPM
- The ADA must be able to work independently and meet critical inquiry response timelines
- Must be available to work between the hours of Monday - Thursday 8:00 a.m. - 7:00 p.m., Friday 8:00 a.m. - 5:00 p.m., Saturday 9:00 a.m. - 1:00 p.m. Occasional evening and weekend events

Preferred:

- Recruitment/admissions experience

Job Type: Full-time.

Salary: \$36,000 - \$53,000 /year according to www.simplyhired.com/search/bilingual.

Retrieved 10 June 2020, <https://opportunities.ivytech.edu/cw/en-us/job/506741/assistant-of-director-admissions>

Appendix 4: Faculty and Staff, Detail

Indiana University Bloomington

K. Allen Davis, Ph.D., Senior Lecturer in Spanish

Manuel Díaz-Campos, Ph.D., Professor of Spanish and Portuguese

Laura Guraynski, Ph.D., Associate Professor of Spanish and Portuguese

Jonathon Risner, Ph. D., Assistant Professor of Spanish and Portuguese

Erik Willis, Ph.D., Associate Professor of Spanish and Portuguese

Indiana University East

Felix Burgos, Ph.D., Visiting Assistant Professor of Spanish, World Languages and Cultures

Diane Simon-Money Penny, Ph.D., Associate Professor of Spanish

Indiana University IUPUI

Judith Carlstrand, Associate Faculty in Spanish for World Languages and Cultures

Josh Prada, Ph.D., Assistant Professor in Spanish Applied Linguistics for World Languages and Cultures

Rosa Tezanos-Pinto, Ph.D., Associate Professor of Spanish and Hispanic Studies

Iker Zulaica, Ph.D., Clinical Assistant Professor of Spanish and Spanish Linguistics

Indiana University Kokomo

Christine Taff, M.A., Senior Lecturer in Spanish

Indiana University Northwest

Adrian Garcia, Ph.D., Associate Professor,

Eva Mendieta, Ph.D., Professor

Indiana University South Bend

Tammy Fong-Morgan, Ph.D., Associate Professor of Spanish

Indiana University Southeast

Mindy Badía, Ph.D., Associate Professor of Spanish and International Studies

Appendix 5.1 Single Articulation Pathway IU Collaborative BS Spanish and Vincennes A.A. Liberal Arts

Course Articulation Planning for New Baccalaureate Degrees

Please map how courses are expected to transfer from the 2-year campus to the proposed degree program. This form is to be included for articulations with BOTH Ivy Tech Community College and Vincennes University.

Type of Articulation (Please click the appropriate checkbox. See definitions document for additional information.):

TSAP (2+2) Assoc Prep (2+2) General Assoc (2+2) STGEC (1+3) None (NA) – note below

Articulating academic program:

IU Online Collaborative B.S. in Spanish

Articulation Pathway from:

Indicate Ivy Tech Community College or Vincennes University

Vincennes University

Articulating academic program:

Liberal Arts 2400, A.A.

Part 1: Articulating Coursework

(insert rows as necessary)

2-Year College Courses				Course Articulations to Indiana University			
Requirement description	Course	Title	Cr	Course	Title	Cr	Requirement description
Composition	ENGL 101	English Composition I	3	ENG W131	Reading Writing and Inquiry I	3	STGEC
Writing	ENGL 111	English Composition II	3	ENG UN 100	Undistributed Credit	3	Electives
Mathematics	MATH 102	College Algebra	3	MATH M125	Pre-Calculus	3	STGEC
Speech	COMM 143	Speech	3	SPCH S121	Public Speaking	3	STGEC
Social Science	POLS 111	American Nat. Gov.	3	POLS-Y 103	Intro to Am. Politics	3	STGEC
Lab Science	CHEM 105	General Chemistry I	3	CHEM C105	General Chemistry	3	STGEC
Lab Science/ Quantitative Analysis	CHEM 105L	General Chemistry Laboratory	2	CHEM C125	General Chemistry Lab	2	STGEC
Humanities	ARTT 130	Art History I–Pre-history to 1500	3	FINA A101	Ancient to Medieval Art	3	STGEC
Humanities	SPAN 101	Spanish Level I	4	SPAN S100 / S101	Elementary / Level I	4	BS Spanish Pre-req
Humanities	SPAN 103	Spanish Level II	4	SPAN S150 / S103	Elementary / Level II	4	BS Spanish Pre-Req
Electives	SPAN 201	Spanish Level III	4	SPAN S200 / 201	Intermediate I / Level III	4	BS Spanish
Electives	SPAN 203	Spanish Level IV	4	SPAN S203 / S250	Intermediate II / Level IV	4	BS Spanish
Major Program	ARTT 110 or MUSI 218	Art Appreciation -or- Music Appreciation	3	FINA H100/ HER H100 or MUS M174	Intr: Art Hst&Visl Cltr/ Art in Cult or Music for the Listener	3	Humanities
Major Program	HIST 131 or HIST 139	Survey of European History I -or- American History I	3	HIST H103 HIST H105	EUR Renn. to Napoleon or American History I	3	Social Historical
Major Program	HIST 132 or HIST 140	HIST 132 - Survey of European History II -or- HIST 140 - American History II	3	HIST H104 HIST H106	EUROPE: Napoleon to the Pres. or American History II	3	Social Historical
Major Program	PHIL 111	PHIL 111 - Intro to Philosophy	3	PHIL P100/ P103	Intr to Philosophy	3	Humanities
Major Program	PHIL 212	PHIL 212 - Intro to Ethics	3	PHIL P120/ P140	Intr to Ethics	3	Humanities
Writing	HUMN 210	Intro to Humanities I 3	3	HUM-UN 200	Undistributed Credit	3	Electives
Writing	HUMN 210	Intro to Humanities I 3	3	HUM-UN 200	Undistributed Credit	3	Electives
Total credit hours in program:			60	Anticipated transfer credit hours:			60

Part 2: Remaining courses to be completed at IU after transfer from the 2-year college

(insert rows as necessary)

Requirement description	Course	Title(s)	Cred.
LO #1 Intermediate Spanish	SPAN S200/S203	Second-Year Spanish I or Second-Year Spanish 1	3
	SPAN S250/S204	Second-Year Spanish II or SPAN-S 204 Second-Year Spanish 2	3
LO #2 Spanish Conversation	SPAN S275 or SPAN S317	Hispanic Culture and Conversation or Spanish Conversation and Diction	3
LO#3 Grammar and Composition	HISP S308 or SPAN S311 or SPAN S312 or SPAN S313	Composition and Conversation in Spanish 1 or Spanish Grammar or Written Composition in Spanish or Writing Spanish I	3
LO#4 Literary Analysis in Spanish	SPAN S301 or SPAN S302 or SPAN S360	Hispanic World I or Hispanic World II or Introduction to Hispanic Lit	3
LO #5 Advanced Coursework in Spanish — Choose 5 Classes	SPAN S319	Spanish for Healthcare Personnel	5 Classes for 15 credits
	SPAN S429	Medical Interpreting	
	SPAN S315	Spanish in the Business World	
	SPAN S323	Introduction to Translation	
	SPAN S423	The Craft of Translation	
	SPAN S326	Intro to Spanish Linguistics	
	SPAN S426	Intro to Spanish Linguistics	
	SPAN S468	Varieties of Spanish	
	SPAN S363	Intro A La Cultura Hispanica	
	SPAN S370	Service Learning in the Dominican Republic	
	SPAN S381	Hispanic Civilization I	
	SPAN S382	Hispanic Civilization II	
	SPAN S383	Hispanic Civilization III	
	SPAN S384	Hispanic Civilization IV	
	SPAN S411	Spanish Culture and Civilization	
	SPAN S412	Latin American Culture and Civilization	
	SPAN S413	Hispanic Culture in the U.S.	
SPAN S390	Special Topics in Spanish		
SPAN S493	Internship Program in Spanish		
SPAN S495	Hispanic Colloquium		
			30

**Part 2.1: Remaining courses to be completed at IU after transfer from the 2-year college
Required BS in French—Applied French Minors**

Requirement	Course	Title(s)	Cr
1) Minor in Medical Communication in Spanish (six classes/18 cr)	SPAN S319	Spanish for Healthcare Personnel	3
	SPAN S429	Medical Interpreting	3
	AHLT R185/HIM M195	Medical Terminology	3
	AHLT B311/BUS H320	Systems of Healthcare Delivery	3
	CMCL C427/ SPCH S427	Cross Cultural Communication	3
	SPEA H452	Health Disparities	3
2) Minor in Spanish for Business (six classes/18 cr)	SPAN S315	Spanish in the Business World	3
	SPAN S323 SPAN S410	Introduction to Translation or Contemporary Hispanic Culture and Conversation	3
	BUS-D 300/ D301	International Business Administration	3
	SPCH-S 333	Public Relations	3
	SPCH-S 335	Presentations in Professions	3
	SPCH S/CMCL C427	Cross Cultural Communication	3
3) Minor in Hispanic Cultures for Travel and Tourism (six classes/18 cr)	<i>Complete two of the following four classes:</i> SPAN S363 SPAN S390 SPAN S370 SPAN S495	Intro A La Cultura Hispanica or Special Topics Spanish or Service Learning in the Dominican Republic or Hispanic Colloquium	6
	SPCH S427	Cross Cultural Communication (NW, SB, KO)	3
	TESM T107	Tourism Planning and Development	3
	TESM T207	Tourism, Policy, and Sustainability	3
	TESM T234	Cultural Heritage Tourism	3
	4) Minor in Hispanic Cultures in the U.S. (six classes/18 cr)	<i>Complete two courses taught in Spanish from the following list:</i> SPAN S363 SPAN S318 SPAN S413 SPAN S412 SPAN S440 SPAN S468	Intro A La Cultura Hispanica or Writing Spanish for Heritage Speakers or Hispanic Culture in the U.S. or Spanish America: The Cultural Context or Hispanic Sociolinguistics or Varieties of Spanish
<i>Choose four Spanish/ Hispanic/ Latinx Culture Courses from the following list (Taught in Spanish English).</i> LATS L350 (Taught in English) LATS L396 (Taught in English) LATS L228 (Taught in English) SPAN S284 (Taught in English) SPAN S290 (Taught in English) SPAN S260 (Taught in English) SPAN S231 (Taught in English) SPAN S303 (Taught in Spanish) SPAN S390 (Taught in Spanish)		Contemporary Issues in Latino Studies Topics in Latino Studies U.S. Latino/a Identities Women in Hispanic Culture (Taught in English) Topics in Hispanic Culture (Taught in English) Introduction to Hispanic Film (Taught in English) Spanish-American Fiction in Translation (Taught in English) The Hispanic World Special Topics in Spanish (Taught in Spanish)	12

Appendix 5 Single Articulation Pathway IU Collaborative BS Spanish and Ivy Tech A.A. Liberal Arts

APPENDIX 5.1: Course Articulation Planning for New Baccalaureate Degrees

Please map how courses are expected to transfer from the 2-year campus to the proposed degree program. This form is to be included for articulations with BOTH Ivy Tech Community College and Vincennes University.

Type of Articulation (Please click the appropriate checkbox. See definitions document for additional information.):

TSAP (2+2) Assoc Prep (2+2) General Assoc (2+2) STGEC (1+3) None (NA) – note below

Articulating academic program:

IU Online Collaborative B.S. in Spanish

Articulation Pathway from:

Indicate Ivy Tech Community College or Vincennes University

Ivy Tech Community College

Articulating academic program:

Liberal Arts A.A.

Part 1: Articulating Coursework

2-Year College Courses				Course Articulations to Indiana University			
Requirement	Course	Title	Cr	Course	Title	Cr	Requirement
Written Communication	ENGL 111	English Composition*	3	ENG W131	Reading Writing and Inquiry I	3	STGEC
AA Liberal Arts Requirement	IVYT 111	Student Success in University Transfer	1	HUM-UN 200	Undistributed Credit	1	Electives
Speaking and Listening	COMM 101	Fundamentals of Public Speaking*	3	SPCH S121	Public Speaking	3	STGEC
Speaking and Listening	COMM 102	Intro to Interpersonal Communication*	3	ENG UN 100	Undistributed Credit	3	Electives
Quantitative Reasoning	MATH 123	Quantitative Reasoning (not a STEM selection)	3	MATH M125	Pre-Calculus	3	STGEC
Quantitative Reasoning	MATH 135	Finite Math*	3	MATH M118	Finite Mathematics	3	STGEC
Science w/Lab	PHYS 215	General Physics I	3	PHYS P201	General Physics I	3	STGEC/ Nat & Math Sci w/Lab
Science w/Lab	PHYS 215L	General Physics I Laboratory	2	PHYS P201	General Physics I Lab	2	STGEC
Humanistic and Artistic Ways of Knowing	ARTH 101 or ARTT 100	Survey of Art and Culture I or Drawing I	3	FINA A101 or FINA F100	Ancient to Medieval Art or Fundamental Studio Drawing	3	STGEC
Social Science	POLS 101 or CRIM 101 or SOCI 111	Intr Am. Government & Politics or Survey of Crim Justice or Principles of Sociology	3	POLS Y103 or CJUS/SPEA/ CJHS P100/J101 or SOC S100/ S161/ S203	Intro to Am. Politics or Am. Criminal Justice System or Intro/ Prin. Sociology	3	STGEC
Humanities FL	SPAN 101	Spanish Level I	4	SPAN S100 / S101	Elementary / Level I	4	BS Spanish Pre-req
Humanities FL	SPAN 102	Spanish Level II	4	SPAN S150 / S103	Elementary / Level II	4	BS Spanish Pre-req
Humanities FL	SPAN 201	Spanish Level III	4	SPAN S200 / 201	Intermediate I / Level III	4	BS Spanish
Humanities FL	SPAN 202	Spanish Level IV	4	SPAN S203 / S250	Intermediate II / Level IV	4	BS Spanish
Social and Behavioral Ways of Knowing	HIST 101 or HIST 111	Survey of American History I* World Civilization I	3	HIST H103 or HIST H105	EUR Renn. to Napoleon or American History I	3	STGEC
Social and Behavioral Ways of Knowing	HIST 102 or HIST 112	Survey of American History II* World Civilization II	3	HIST H104 or HIST H106	EUROPE: Napoleon to the Pres. or American History II	3	Soc & Historical
Social and Behavioral Ways of Knowing	ECON 201	Principles of Economics*	3	ECON E202	Principles of Macroeconomics	3	Soc & Historical
Social and Behavioral Ways of Knowing	ECON 202	Principles of Microeconomics*	3	ECON E201	Principles of Microeconomics	3	Soc & Historical
Humanistic and Artistic Ways of Knowing	PHIL 102	Introduction to Ethics*	3	PHIL P100/ P103	Intr to Philosophy	3	
AA Liberal Arts Requirement	LIBA 279	Liberal Arts Capstone	1	HUM-UN 200	Undistributed Credit	1	Electives
Total credit hours in program =			61	Anticipated transfer credit hours =			61

Part 2: Remaining courses to be completed at IU after transfer from the 2-year college			
Requirement description	Course	Title(s)	Cr
LO #1 Intermediate Spanish	SPAN S200/S203	Second-Year Spanish I or Second-Year Spanish 1	TRANS
	SPAN S250/S204	Second-Year Spanish II or SPAN-S 204 Second-Year Spanish 2	TRANS
LO #2 Spanish Conversation	SPAN S275 or SPAN S317	Hispanic Culture and Conversation or Spanish Conversation and Diction	3
LO#3 Grammar and Composition	HISP S308 or SPAN S311 or SPAN S312 or SPAN S313	Composition and Conversation in Spanish 1 or Spanish Grammar or Written Composition in Spanish or Writing Spanish I	3
LO#4 Literary Analysis in Spanish	SPAN S301 or SPAN S302 or SPAN S360	Hispanic World I or Hispanic World II or Introduction to Hispanic Lit	3
LO #5 Advanced Coursework in Spanish — Choose 5 Classes	SPAN S319	Spanish for Healthcare Personnel	5 Classes for 15 credits
	SPAN S429	Medical Interpreting	
	SPAN S315	Spanish in the Business World	
	SPAN S323	Introduction to Translation	
	SPAN S423	The Craft of Translation	
	SPAN S326	Intro to Spanish Linguistics	
	SPAN S426	Intro to Spanish Linguistics	
	SPAN S468	Varieties of Spanish	
	SPAN S363	Intro A La Cultura Hispanica	
	SPAN S370	Service Learning in the Dominican Republic	
	SPAN S381	Hispanic Civilization I	
	SPAN S382	Hispanic Civilization II	
	SPAN S383	Hispanic Civilization III	
	SPAN S384	Hispanic Civilization IV	
	SPAN S411	Spanish Culture and Civilization	
	SPAN S412	Latin American Culture and Civilization	
	SPAN S413	Hispanic Culture in the U.S.	
SPAN S390	Special Topics in Spanish		
SPAN S493	Internship Program in Spanish		
SPAN S495	Hispanic Colloquium		

IU Spanish Major Credits = 24

**Part 2.1: Remaining courses to be completed at IU after transfer from the 2-year college
Required BS in Spanish—Applied Spanish Minors (18 Crs)**

Requirement	Course	Title(s)	Cr		
1) Minor in Medical Communication in Spanish (six classes/18 cr)	SPAN S319	Spanish for Healthcare Personnel	3		
	SPAN S429	Medical Interpreting	3		
	AHLT R185/HIM M195	Medical Terminology	3		
	AHLT B311/BUS H320	Systems of Healthcare Delivery	3		
	CMCL C427/ SPCH S427	Cross Cultural Communication	3		
	SPEA H452	Health Disparities	3		
2) Minor in Spanish for Business (six classes/18 cr)	SPAN S315	Spanish in the Business World	3		
	SPAN S323 SPAN S410	Introduction to Translation or Contemporary Hispanic Culture and Conversation	3		
	BUS-D 300/ D301	International Business Administration	3		
	SPCH-S 333	Public Relations	3		
	SPCH-S 335	Presentations in Professions	3		
	SPCH S/CMCL C427	Cross Cultural Communication	3		
3) Minor in Hispanic Cultures for Travel and Tourism (six classes/18 cr)	<i>Complete two of the following four classes:</i> SPAN S363 SPAN S390 SPAN S370 SPAN S495		Intro A La Cultura Hispanica or Special Topics Spanish or Service Learning in the Dominican Republic or Hispanic Colloquium	6	
	SPCH S427	Cross Cultural Communication (NW, SB, KO)			3
	TESM T107	Tourism Planning and Development			3
	TESM T207	Tourism, Policy, and Sustainability			3
	TESM T234	Cultural Heritage Tourism	3		
4) Minor in Hispanic Cultures in the U.S. (six classes/18 cr)	<i>Complete two courses taught in Spanish from the following list:</i> SPAN S363 SPAN S318 SPAN S413 SPAN S412 SPAN S440 SPAN S468		Intro A La Cultura Hispanica or Writing Spanish for Heritage Speakers or Hispanic Culture in the U.S. or Spanish America: The Cultural Context or Hispanic Sociolinguistics or Varieties of Spanish	6	
	<i>Choose four Spanish/ Hispanic/ Latinx Culture Courses from the following list (Taught in Spanish and or English).</i> LATS L350 (English) LATS L396 (English) LATS L228 (English) SPAN S284 (English) SPAN S290 (English) SPAN S260 (English) SPAN S231 (English) SPAN S303 (Spanish) SPAN S390 (Spanish)				Contemporary Issues in Latino Studies Topics in Latino Studies U.S. Latino/a Identities Women in Hispanic Culture Topics in Hispanic Culture Introduction to Hispanic Film Spanish-American Fiction in Translation The Hispanic World Special Topics in Spanish

One BS Spanish—Applied Spanish Minor = 18 crs overall (12 unique).

Transfer Credits from Ivy Tech Community College =	60
Collaborative BS Spanish Major Unique IU Credits =	24
Applied Spanish Minor 12 unique credits (w/ 6 upper-level Spanish crs double-counting) =	12
IU Campus / School Requirements and Electives to Reach 120 =	24
Total Credits Collaborative B.S. Spanish =	120

Appendix 6: Credit Hours Required/Time to Completion, Detail

IU Collaborative B.S. in Spanish--Curriculum Map								
I. Spanish Component								
LO #1: Intermediate Spanish (2 courses/6 cr) Build communicative competence in Speaking, Listening, Writing, and Reading Spanish.			IU Campus of Instruction					
Course # & Title			EA	IN	KO	NW	SB	SE
Choose one of:	SPAN-S 200 Second-Year Spanish I		X			X		X
	SPAN-S 203 Second-Year Spanish 1			X	X		X	
Choose one of:	SPAN-S 250 Second-Year Spanish II		X			X		X
	SPAN-S 204 Second-Year Spanish 2			X	X		X	
LO #2: Spanish Conversation (3cr) Build communicative competence in Speaking and Listening in Spanish.			IU Campus of Instruction					
Course # & Title			EA	IN	KO	NW	SB	SE
Choose one of:	SPAN-S 275 Hispanic Culture and Conversation		X		X			X
	SPAN-S 317 Spanish Conversation and Diction			X	X	X	X	X
LO#3 Grammar and Composition (3 cr) Build communicative competence in Writing and Reading Spanish.			IU Campus of Instruction					
Course # & Title			EA	IN	KO	NW	SB	SE
Choose one of:	HISP-S 308 Composition and Conversation in Spanish		X					
	SPAN-S 311 Spanish Grammar			X	X	X		X
	SPAN-S 313 Writing Spanish I		X				X	
	SPAN-S 312 Written Composition in Spanish		X		X	X		X
LO#4 Literary Analysis in Spanish (3 cr) Select, integrate, and apply methods of analyzing language, literature, and cultural products and practices.			IU Campus of Instruction					
Course # & Title			EA	IN	KO	NW	SB	SE
Choose one of:	SPAN-S 301 Hispanic World I							X
	SPAN-S 302 Hispanic World II						X	
	SPAN-S 360 Introduction to Hispanic Lit		X		X	X		
LO #5 Advanced Coursework in Spanish (15 cr) Demonstrate understanding of diverse fields of Spanish and its applications, and apply knowledge of the Spanish language and cultures to develop critical thinking.			IU Campus of Instruction					
Course # & Title			EA	IN	KO	NW	SB	SE
Complete five courses chosen from:	SPAN-S 319 Spanish for Healthcare Personnel	Also counts SpanMedComCrt		X				
	SPAN-S 429 Medical Interpreting	Also counts SpanMedComCrt						
	SPAN-S 315 Spanish in the Business World	May count SpanBusComCrt		X				
	SPAN-S 323 Introduction to Translation	May count SpanBusComCrt						
	SPAN-S 423 The Craft of Translation	May count SpanBusComCrt						
	SPAN-S 326 Intro to Spanish Linguistics		X	X				
	SPAN-S 426 Intro to Spanish Linguistics					X		
	SPAN-S 468 Varieties of Spanish			X				
	SPAN-S 363 Intro A La Cultura Hispanica	May count SpanCrtHispCultTourism/ SpanCrtHispCult		X		X	X	X
	SPAN-S 370 Service Learning in the Dominican Republic	May count SpanCrtHispCultTourism	X					
	SPAN-S 381 Hispanic Civilization I		X					
	SPAN-S 382 Hispanic Civilization II		X					
	SPAN-S 383 Hispanic Civilization III		X					
	SPAN-S 384 Hispanic Civilization IV		X					
	SPAN-S 411 Spanish Culture and Civilization		X	X				
	SPAN-S 412 Latin American Culture and Civilization	May count SpanCrtHispCultTourism/ SpanCrtHispCult						
	SPAN-S 413 Hispanic Culture in the U.S.	May count SpanCrtHispCultTourism/ SpanCrtHispCult						
	SPAN-S 390 Special Topics in Spanish	May Count SpanCrtHispCultTourism	X					
SPAN-S 493 Internship Program in Spanish		X						
SPAN-S 495 Hispanic Colloquium	May Count SpanCrtHispCultTourism							
LO#6 B.S. Spanish Capstone (3 cr) Completed in final year of study. 1) Exhibit communicative competence in language skills (Speaking, Listening, Writing, and Reading). 2) Demonstrate understanding of diverse fields of Spanish and its applications. 3) Use knowledge of the Spanish language and cultures to develop critical thinking skills. 4) Apply Spanish language and knowledge of Hispanic Cultures in a variety of real-world settings			IU Campus of Instruction					
Course # & Title			EA	IN	KO	NW	SB	SE
SPAN-S XXX B.S. Spanish Capstone <i>Dedicated Distance Ed. Section</i>			TBD					

● Red X's indicate a version of this course has been delivered online in the past 4 years.

IU Collaborative B.S. in Spanish

II. Applied Spanish Minors

B.S. in Spanish students must complete one of the following four Applied Spanish minors.

1) Minor in Medical Communication in Spanish (six classes/18 cr)		EA	IN	KO	NW	SB	SE
SPAN-S 319 Spanish for Healthcare Personnel			X				
SPAN-S 429 Medical Interpreting							
AHLT-R 185/HIM-M 195 Medical Terminology		X			X	X	X
AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery		X					
CMCL-C 427/ SPCH-S 427 Cross Cultural Communication		X			X	X	
SPEA-H 452 Health Disparities					X		
2) Minor in Spanish for Business (six classes/18 cr)		EA	IN	KO	NW	SB	SE
SPAN-S 315 Spanish in the Business World			X				
<i>Choose one of:</i>	SPAN-S 323 Introduction to Translation						
	SPAN-S 410 Contemporary Hispanic Culture and Conversation						
BUS-D 300/ D301 International Business Administration		X	X	X	X	X	X
SPCH-S 333 Public Relations					X		
SPCH-S 335 Presentations in Professions					X		
SPCH-S/CMCL-C 427 Cross Cultural Communication		X			X	X	
3) Minor in Hispanic Cultures for Travel and Tourism (six classes/18 cr)		EA	IN	KO	NW	SB	SE
<i>Choose two Spanish/ Hispanic Culture Courses Taught in Spanish</i>	SPAN-S 363 Intro A La Cultura Hispanica		X		X	X	X
	SPAN-S 390 Special Topics Spanish	X					
	SPAN-S 370 Service Learning in the Dominican Republic	X					
	SPAN-S 495 Hispanic Colloquium						
SPCH-S 427 Cross Cultural Communication (NW, SB, KO)		X			X	X	
TESM-T 107 Tourism Planning and Development			X				
TESM-T 207 Tourism, Policy, and Sustainability			X				
TESM-T 234 Cultural Heritage Tourism			X				
4) Minor in Hispanic Cultures in the U.S. (six classes/18 cr)		EA	IN	KO	NW	SB	SE
<i>Choose two Spanish/ Hispanic Culture Courses Taught in Spanish</i>	SPAN-S 363 Intro A La Cultura Hispanica		X		X	X	X
	SPAN-S 318 Writing Spanish for Heritage Speakers		X				
	SPAN-S 413 Hispanic Culture in the U.S.						
	SPAN-S 412 Spanish America: The Cultural Context						
	SPAN-S 440 Hispanic Sociolinguistics		X				
<i>Choose two Spanish/ Hispanic/ Latinx Culture Courses Taught in Spanish or English</i>	SPAN-S 468 Varieties of Spanish		X				
	LATS-L 350 Contemporary Issues in Latino Studies		X				
	LATS-L 396 Topics in Latino Studies						
	LATS-L 228 U.S. Latino/a Identities		X				
	SPAN-S 284 Women in Hispanic Culture (Taught in English)						
	SPAN-S 290 Topics in Hispanic Culture (Taught in English)						
	SPAN-S 303 The Hispanic World	X					
	SPAN-S 390 Special Topics in Spanish (Taught in Spanish)						
SPAN-S 260 Introduction to Hispanic Film (Taught in English)							
SPAN-S 231 Spanish-American Fiction in Translation (Taught in English)							