



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

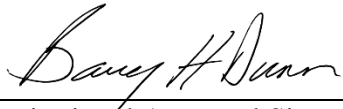
UNIVERSITY:	BHSU, DSU, NSU, SDSMT, SDSU, USD
TITLE OF PROPOSED CERTIFICATE:	Basic Spanish Language Proficiency Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	16.0905
UNIVERSITY DEPARTMENT:	BHSU: School of Arts & Humanities DSU: Department of Language NSU: Department of English, Communication & Global Languages SDSMT: Department of Humanities & Social Sciences SDSU: School of American & Global Studies USD: Modern Language Linguistics
BANNER DEPARTMENT CODE:	BHSU: BSAH DSU: DLAN NSU: SNECL SDSMT: MHSS SDSU: SSAG USD: UMLL
UNIVERSITY DIVISION:	BHSU: College of Liberal Arts DSU: College of Arts & Sciences NSU: College of Arts & Sciences SDSMT: College of Science & Letters SDSU: College of Arts, Humanities, & Social Sciences USD: College of Arts & Sciences
BANNER DIVISION CODE:	BHSU: 6A DSU: 8A NSU: 5A SDSMT: 4L SDSU: 3S USD: 2A

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



Institutional Approval Signature
President or Chief Academic Officer of the University

5-1-23

Date

1. Is this a graduate-level certificate or undergraduate-level certificate (place an “X” in the appropriate box)?

Undergraduate Certificate ☒

Graduate Certificate ☐

2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.

The purpose of the Basic Spanish Language Proficiency Certificate is to mark students’ achievements in acquiring Spanish language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing and reading in an everyday context.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota offer majors and minors in Spanish. Dakota State University is authorized to offer a minor in Spanish. South Dakota School of Mines and Technology does not offer a major or minor in this field. While modern languages are not programs aligned with the explicit mission of either university, the certificate program will provide a credential that demonstrates basic language proficiency in Spanish which can be relevant to people working in all fields, including science, technology, and engineering. The certificate fits with the South Dakota Board of Regents strategic plan goal of increasing student success and workforce alignment.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

This certificate considers the input provided by several South Dakota based industries (e.g., Tyson, Bel Brands, Hilltop Dairy) with highly diverse workforces. Such diverse organizations require college graduates with some degree of intercultural knowledge and practical Spanish language skills to interact more appropriately and effectively with Spanish-speaking workers in professional settings, so they are able to bridge cultural differences and identify commonalities in values, expectations, beliefs and practices.

Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state’s workforce by immigrants specifically, a variety of non-profits

provide reliable data that verifies the increases in the number of immigrants seen by Tyson and other industries. This increase is seen not only among agricultural and meat-processing workers, but also among business owners and STEM professionals. Nationally, the Hispanic population in the United States stands at 18.5%, with 4.4% of the population in South Dakota being of Hispanic origin (third largest ethnic group in the state).¹ The overall growth rate of the Hispanic population in South Dakota between 2010-2019 has been 66%, according to the Pew Research Center.²

The growing presence of Hispanic immigrants in the workforce is confirmed by the U.S. Bureau of Labor Statistics, which reports that Hispanics accounted for nearly half of the foreign-born labor in the United States in 2021.³

As a result of increases in foreign-born skilled and unskilled workers and of Hispanics in particular, the need for some functional language knowledge and some degree of intercultural competence in the workplace has risen and studies increasingly point to intercultural competence as one of the common traits of the most productive companies and business teams.⁴ Chambers of commerce all over the U.S. are launching policy initiatives to improve communication and integration in workplaces in both large and small cities, which have motivated companies from Bank of America to American Airlines to Coca Cola to increase their efforts to attract and support Hispanics workers.⁵ This certificate will provide students working in a wide variety of disciplines the necessary knowledge and skills to succeed in a diverse and multicultural workforce.

5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The certificate program seeks to attract undergraduate students pursuing majors in fields in which a demonstrable degree of language ability and intercultural competency would be beneficial. This applies to all students who may find themselves entering professional fields in which they will be interacting with Spanish speaking customers and providers. The certificate will be open to all majors and will be particularly relevant for majors in business, engineering,

¹ U.S. Census Bureau, "U.S. Hispanic Population Growth." Aug. 11, 2020 <https://www.census.gov/library/visualizations/2020/comm/us-hispanic-population-growth.html>; "Racial and Ethnic Diversity in the United States: 2010 Census and 2020 Census." Aug. 12, 2021 <https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-united-states-2010-and-2020-census.html>

² <https://www.pewresearch.org/fact-tank/2020/07/10/hispanics-have-accounted-for-more-than-half-of-total-u-s-population-growth-since-2010/>

³ Jens Manuel Krogstad, "Hispanics have accounted for more than half of total U.S. population growth since 2010," *Pew Research Center* 07/10/2020 <https://www.bls.gov/news.release/pdf/forbrn.pdf>; Mitra Toossi, "Spotlight on Statistics: A look at the future of the U.S. labor force to 2060," US Bureau of Labor Statistics. September 2016 <https://www.bls.gov/spotlight/2016/a-look-at-the-future-of-the-us-labor-force-to-2060/home.htm>; US Bureau of Labor Statistics, "Monthly Labor Review," June 2016 <https://www.bls.gov/opub/mlr/2016/article/pdf/labor-market-will-shape-us-economy-in-years-to-come.pdf>

⁴ Dianne M. Hofner, "Productive Behaviors of Global Business Teams," *International Journal of Intercultural Relations* 20, no. 2 (1996): 227-59; <http://www.sciencedirect.com/science/article/pii/0147176795000437> Jennifer Waldeck, et al. "Communication in a Changing World: Contemporary Perspectives on Business Communication Competence." *Journal of Education for Business* 87: (2012) 230-24. <http://eds.b.ebscohost.com/excelsior.sdstate.edu/eds/pdfviewer/pdfviewer?vid=2&sid=d227af09-2c0f-41b4-bf51-8be5942cfd82@sessionmgr101&hid=119>

Angelica-Nicoleta Neculaesei. "Intercultural Competence: Between Desirability and Necessity." *Cross-Cultural Management Journal* 18.1 (2016): 7-16.

⁵ <https://ripplematch.com/career-advice/companies-with-standout-initiatives-to-support-their-hispanic-and-latino-employees-7cf9443b/>

agriculture, health care, and education.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

Yes. The certificate is designed to provide a credential that demonstrates basic language proficiency in Spanish which can be relevant to people working in fields such as agriculture, health care, law enforcement, social services, legal services, construction management, dairy, landscaping, retail, etc.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes. This certificate adds an additional credential to students majoring or minoring in several majors/programs in which communication with modern non-English language populations can be vital, including business, engineering, agriculture, health care, and education.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

Yes. The certificate would be stackable toward an undergraduate degree in Spanish.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
SPAN	101	Introductory Spanish I	N/A	4	No
SPAN	102	Introductory Spanish II	SPAN 101	4	No
SPAN	201*	Intermediate Spanish I	SPAN 102	3	No
SPAN	202*	Intermediate Spanish II	SPAN 201	3	No
Subtotal				14	

The proposed Basic Spanish Language Proficiency Certificate is collaborative with BHSU, DSU, NSU, SDSMT, SDSU, and USD. Five universities are approved to offer all four courses that comprise the certificate. SDSMT is not currently authorized to offer SPAN 201 or SPAN 202. A request for authorization to offer these common courses is forthcoming and includes support from the Regental schools.

Note on credit hour deviation: The credit hour total exceeds 12 credits only because the beginning language classes are 4-credit courses. Four language courses (SPAN 101, SPAN 102, SPAN 201, SPAN 202) are required for the certificate to meet discipline standards for basic proficiency. The American Council on the Teaching of Foreign Languages (ACTFL) advises that the completion of courses through the 202 level allows students to develop proficiency at the Intermediate-Low level.

The ACTFL defines Intermediate-Low Proficiency as:

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

At the completion of the certificate in Basic Spanish Language Proficiency students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written Spanish.
- Demonstrates introductory awareness of and respect for differences in cultural perspectives, behavior, and languages (the “3 Ps”: perspectives, practices, products).

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

Individual Student Outcome	Program Courses that Address the Outcomes			
	SPAN 101	SPAN 102	SPAN 201	SPAN 202
Students will demonstrate ability up to the intermediate low proficiency level in oral and written Spanish.	X	X	X	X
Students will demonstrate introductory awareness of and respect for differences in cultural perspectives, behavior, and languages (the “3 Ps”: perspectives, practices, products).	X	X	X	X

9. Delivery Location.

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
On campus	Yes	2023-2024 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	BHSU – Rapid City and USD - Sioux Falls	2023-2024 Academic Year

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	001-Face-to-Face, Term Based; 002-Hyflex; 003-Hyflex Synchronous; 015-Online Asynchronous Term Based; 018-Online Synchronous; 020-DDN Receive Site; 025-DDN Host/Send Site; 030-Blended/Hybrid;	2023-2024 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	S15-Online Asynchronous Term	2023-2024 Academic

(online/other distance delivery methods)		Based	Year
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