SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**BHSU, NSU, SDSU, USD**
TITLE OF PROPOSED CERTIFICATE:	**Basic German Language Proficiency Certificate**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2024**
PROPOSED CIP CODE:	**16.0501**
UNIVERSITY DEPARTMENT:	**BHSU: School of Arts & Humanities** **NSU: Department of English, Communication & Global Languages** **SDSU: School of American & Global Studies** **USD: Modern Language Linguistics**
BANNER DEPARTMENT CODE:	**BHSU: BSAH** **NSU: SNECL** **SDSU: SSAG** **USD: UMLL**
UNIVERSITY DIVISION:	**BHSU: College of Liberal Arts** **NSU: College of Arts & Sciences** **SDSU: College of Arts, Humanities, & Social Sciences** **USD: College of Arts & Sciences**
BANNER DIVISION CODE:	**BHSU: 6A** **NSU: 5A** **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.

Barry H Dunn — 12/8/23

Institutional Approval Signature — Date

President or Chief Academic Officer of the University

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 German Language Proficiency Certificate is to mark students' achievements in acquiring German 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.**

   South Dakota State University and University of South Dakota offer majors and minors in German. Northern State University is authorized to offer a major in Global Language and Culture and minor in German. Two universities offer no major or minor in a related field: Black Hills State University and South Dakota School of Mines and Technology. 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 German 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.*

   Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state's workforce by immigrants specifically, foreign workers as well as multinational companies, including those based in traditionally German-speaking countries, have a presence in South Dakota and its adjoining states. German, Austrian, and Swiss companies created an estimated 1,500 jobs in South Dakota as recently as 2020 and more than 40,000 jobs combined in the states surrounding South Dakota, each supplying varying degrees of the student market for SD regental system.[1] In terms of labor, South Dakota does not simply rely on unskilled immigrant labor. According to the Partnership report, two out of every five STEM graduates (42%) at the state's most intensive research institutions were foreign-born in 2013, while the state itself is near the bottom in STEM scientists and engineers

[1] *German Business in the US, 2020*. http://www.germanbusinessusa.com
"Creating Jobs and Supporting the U.S. EconomySwiss Direct Investment in the United States," https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=0CAQQw7AJahcKEwio_dnX2NH9AhUAAAAAHQAAAAAQAw&url=https%3A%2F%2Fwww.eda.admin.ch%2Fdam%2Fcountries%2Fcountries-content%2Funited-states-of-america%2Fen%2FSwiss-direct-investment-washington-2014_en.pdf&psig=AOvVaw28aobZk9xslU9u-jv6BhvT&ust=1678549063846001

(43rd in the nation).[2] Since skilled jobs are being added at a much faster rate than unskilled positions, South Dakota is likely to continue to need to recruit skilled STEM workers from out of the state and the country, and in the fields of health, education, and scientific professional services, the ratio of foreign-born workers in the state exceeds the national average in those fields, according to 2015 Pew Research study.

Tourism is the second largest industry in South Dakota and draws heavily upon nations such as France and Germany as established avenues that generate tourism to the state and continued targets for generating additional visitors.[3] Locations around the state such as Pipestone, Mt. Rushmore, the Badlands, and other sites draw significant international tourists.[4]

In addition, the U.S. remains the largest foreign investor in Germany both in terms of new projects as well as in the number of new jobs created there. Over 10,000 U.S. firms operate in Germany.[5] These companies have created over 240,000 jobs.[6] Meanwhile, German businesses and organizations are the 5th largest source of foreign investment in the U.S.[7] Just within South Dakota, German, Austrian and Swiss-based companies include Rosenbauer International AG in Lyons, AKG Pietzcker KG in Mitchell, Jenkel Ag & Co Kgaa in Brandon, Siemens AG in Sioux Falls, Wurth Electronics Midcon Inc. in Watertown, Wurth Adams Nuts & Bolts Co. in Sioux Falls, Ferguson plc. in Aberdeen, Mitchell, Rapid City, and Sioux Falls, SGS SA in Brookings and Sioux Falls, and UBS Ag in Rapid City and Sioux Falls .[8]

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 German speaking customers and providers. The certificate will be open to all majors and will be particularly relevant for majors in business, engineering, 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?

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[2] Partnership for a New American Economy, "The Contributions of the New Americans in South Dakota," *New American Economy Report* August 2016, p. 14. http://www.newamericaneconomy.org/wp-content/uploads/2017/02/nae-sd-report.pdf

[3] South Dakota Tourism Industry, "International Markets 101" training videos/webinars https://sdvisit.com/travel-trade-resources

[4] Katrina Lim, "South Dakota tourism professionals try to attract international visitors," *KOTA Territory News* 04/30/2019 https://www.kotatv.com/content/news/South-Dakota-tourism-professionals-try-to-attract-international-visitors-509298321.html

[5] World List Hub, "American Companies in Germany," 2021

[6] Statista, Größte US-Unternehmen in Deutschland nach Anzahl der Beschäftigten im Jahr 2021" https://de.statista.com/statistik/daten/studie/413000/umfrage/groesste-us-unternehmen-in-deutschland-nach-anzahl-der-beschaeftigten/

[7] Statista, "Countries with highest foreign direct investment (FDI) position in the United States in 2021" https://www.statista.com/statistics/456713/leading-fdi-countries-usa

[8] SD Governor's Office of Economic Development, "Foreign Companies in South Dakota." 2020 https://sdgoed.com/wp-content/uploads/2019/02/Foreign-Companies-in-SD.pdf;

Yes. The certificate is designed to provide a credential that demonstrates basic language proficiency in German which can be relevant to people working in fields such as business or industry that is international in terms of organization, production, or market. This includes fields such as aeronautics and defense, agricultural business, airline manufacturing, automotive industry, biometry, environmental solutions, insurance and finance, international banking, luxury goods and beverages, oil gas and energy, and personal care products among others.[9]

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 towards an undergraduate degree in German or related fields such as Global Studies.

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)
GER OR GLAN	101	Introductory German I	N/A	4	No
GER OR GLAN	102	Introductory German II	GER 101 OR GLAN 101	4	No

[9] Statista, Größte US-Unternehmen in Deutschland nach Anzahl der Beschäftigten im Jahr 2021" https://de.statista.com/statistik/daten/studie/413000/umfrage/groesste-us-unternehmen-in-deutschland-nach-anzahl-der-beschaeftigten/; "Top 50 German Employers in the US," *German School Online.com* (2020) https://www.germanschoolonline.com/reason-learn-german/top-50-german-employers-in-the-us/; Reinhard Becker and Maria Martinez, "German companies plan more U.S. investment in 2023 – survey," *Reuters* (Feb 2023) https://www.reuters.com/business/german-companies-plan-more-us-investment-2023-survey-2023-02-08/

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
GER OR GLAN	201	Intermediate German I	GER 102 OR GLAN 102	3	No
GER OR GLAN	202	Intermediate German II	GER 201 OR GLAN 201	3	No
			Subtotal	14	

Northern State University offers GER 101, GER 102, GER 201, and GER 202 using the GLAN prefix.

The proposed Basic German Language Proficiency Certificate is collaborative with BHSU, NSU, SDSU, and USD. Four universities are approved to offer all four courses that comprise the certificate.

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 (GER/GLAN 101, GER/GLAN 102, GER/GLAN 201, GER/GLAN 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.

As a system certificate students will not be required to complete a minimum of 50% of the credits from the credential granting institution.

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 German Language Proficiency students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written German.
- 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.

	Program Courses that Address the Outcomes			
Individual Student Outcome	GER/GLAN 101	GER/GLAN 102	GER/GLAN 201	GER/GLAN 202
Students will demonstrate ability up to the intermediate low proficiency level in oral and written German.	X	X	X	X
Students will demonstrates 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	2024-2025 Academic Year

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 5.5.*	***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	2024-2025 Academic Year

		Receive Site; 025-DDN Host/Send Site; 030-Blended/Hybrid;	
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 (online/other distance delivery methods)	No		