



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	Northern State University
DEGREE(S) AND TITLE OF PROGRAM:	BA, Global Language and Culture
INTENDED DATE OF IMPLEMENTATION:	Spring 2021

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.4](#), which pertains to new intent to plan requests for new programs, 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 intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President (or Designee) of the University

8/24/2020

Date

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

The proposed Global Language and Culture program is designed to provide students with skills and experiences to communicate effectively in global contexts across various cultural settings. In today's globalized world, students need direct experience using global language skills in practical settings, including those facilitated by national and international digital networks. The applied language skills inherent in this program will provide students with that direct experience.

This program will address crucial questions of culture and identity as well as questions related to social, political, and economic power structures in historical and contemporary contexts. Proposed courses include critical power structures in text and historical experience, diaspora studies, and socio-political studies.

The proposed Global Language and Culture program will offer students a vibrant and accessible curriculum to keep up with current global trends and market needs, allowing them to become effective participants in a global community.

Students will play an active role in determining their own curriculum, thus facilitating student-centered learning.¹ The program will allow students to choose one language as their concentration within the major. Presently, students will choose between Spanish, German, or Chinese, but expansion is anticipated to include additional languages as the program grows. This expansion could include, but is not limited to, expanded French offerings beyond FREN 101 and FREN 102 currently offered at Northern State University, language courses offered through Northern's study abroad programs, and language courses offered at other SDBOR institutions.

The inclusion of German within this program will provide students who choose the German emphasis to pursue more diverse German language course offerings than can currently be offered within the German major. As such, it is intended that the German major at Northern will be phased out with the acceptance of this program. The German minor, however, will remain active. At present, NSU also intends for the Spanish major and minor to remain active and for the Chinese minor to remain active.

- 2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources 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.**

South Dakota students must prepare to be forward-thinking, proactive players on the world stage and this proposed program will serve this end. University students of the 21st-century require an increasingly expanding multinational outlook in their interdisciplinary studies, travel abroad experiences, internships, and career paths. The proposed Global Language and Culture program will both inspire student interest and simultaneously launch new avenues of scholarship and service learning for NSU. Dominic Tierney, Associate Professor of Political Science at Swarthmore College, asserts: "We need a generation of students trained in the diverse approaches of global studies."² In this ever evolving global climate, awareness of the diverse cultural nuances that can bring communities and nations together rather than driving them apart is imperative to a student's ability to successfully function on the global stage.

Additionally, the proposed program would strengthen ongoing NSU efforts in the areas of recruiting and retention of a diverse student body and faculty while providing a dynamic university experience.³ To paraphrase Lynne Steuerle Schofield, Associate Provost for Faculty Diversity and Development and Associate Professor of Statistics at Swarthmore College, as

¹ The learning outcomes and cross-curricular skills for this proposed program will remain consistent for all curriculum choices.

² Campbell, Kate. "New Global Studies Program to Explore How the World Works." *Swarthmore College Press Release*. 7 December 2018. <https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works>

³ Item 4 of this proposal further supports this by referencing areas within the NSU Mission, Vision and Values that emphasize diversity.

one works to diversify campus, faculty, and the university experience, it is necessary to provide a place for students and faculty to engage in discussions that critically reflect on how the world works as an interlinked, interactive set of processes and relationships that operate across broad spheres of experience.⁴

The SDWINS 2016-2017 South Dakota Workforce Initiative Annual Report asserts, “First, we need to prepare our youth to reach their true potential by providing the tools, information, and opportunities to guide them in their career decisions. Second, employers need mechanisms to help them recruit and retain quality workers.” Two important subheadings in this report affirm that “South Dakota wins when our youth are prepared to compete in a global high-tech economy,” and “South Dakota wins when our workforce is qualified and prepared for all types of careers.”⁵ This proposed program in Global Language and Culture will fulfill those mandates.

Majors in Global Language and Culture have a clear career track in translation. According to the U.S. Bureau of Labor Statistics, interpreters and translators have a 19% growth in job outlook for 2018-2028, which is “much faster than average.”⁶ Areas where language majors regularly find employment include international development, marketing, public policy, journalism, government work, tourism, and education.⁷ Additionally, majors in this program could pursue employment opportunities at South Dakota manufacturing and biofuel corporations with an international component, such as Molded Fiber Glass and POET, as well as agricultural, technological, and other industries that participate in international trade. Further, individuals with a focused study in languages and culture offered through this program are prepared to take on a wide variety of professional roles locally, nationally, and internationally in the following areas: international business/banking, immigration services, international student programs offices, hospitality, health care services, and embassy support.⁸

According to *Business Roundtable*, Mexico, Germany, and China are three of the top six export markets for the United States. The United States exports \$229.7 billion in goods and \$32.0 billion in services to Mexico, \$49.4 billion in goods and \$31.6 billion in services to Germany, and \$115.6 billion in goods and \$54.2 billion in services to China.⁹ Looking specifically at South Dakota, China and Mexico are two of the top four export markets. In 2018, the state exported \$554 million in goods and \$60 million in services to Mexico and \$903 million in goods and \$95 million in services to China.¹⁰

⁴ Campbell, Kate. “New Global Studies Program to Explore How the World Works.” *Swarthmore College Press Release*. 7 December 2018. <https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works>

⁵ SDWINS. “South Dakota Workforce Initiatives Annual Report: Final SDWINS Report 2016-2017.” https://dlr.sd.gov/publications/documents/sdwins_annual_report_2016_2017.pdf

⁶ U.S. Bureau of Labor and Statistics. “Occupational Outlook Handbook.” 2020. <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

⁷ The Career Development Center at Angelo State University provides a diverse listing of careers for language majors at: <https://www.angelo.edu/services/career/majors/foreign-language.php>

⁸ Southeastern Louisiana University provides a comprehensive list of occupations for language majors at: http://www.southeastern.edu/acad_research/programs/cse/career_expl/slu_degree/degrees/foreign_language.html

⁹ *Business Roundtable*. “U.S. Economic Growth Depends on Trade.” 2016. <https://www.businessroundtable.org/policy-perspectives/trade-international/benefits-of-trade>

¹⁰ *Business Roundtable*. “How South Dakota’s Economy Benefits from International Trade and Investment.” 2018. https://tradepartnership.com/wp-content/uploads/2019/01/BRT_TRADE_2018_South_Dakota.pdf

3. How would the proposed program benefit students?

With its focus on global communication and culture, this program will be an asset for NSU students by preparing them to actively engage on the global stage. This preparation is imperative to attain a level of success within the ever-evolving global climate in which our students are entering. This program is forward-looking, which is imperative in the current and foreseeable academic climate. It is designed to appeal to the needs of current high school graduates entering college in their particular generational milieu and will attract students because of that prescience.

This program will build cross-cultural competency, emphasizing an active understanding of global communication and analyzing local culture in a global context. This competency will provide students with a unique understanding of the dynamic relationships among local, global, and transborder communities, which provides students with the opportunity to identify strong connections with peoples and events. In addition, it will hone students' capacity for bridging differences without prejudice in further fostering a deeper appreciation of cultural, sociopolitical, and historical similarities and differences.

With its emphasis on culture and hands-on skills in global communication as practiced within a specific language, students completing the Global Language and Culture program will develop advanced levels of cultural and linguistic competence in the context of global digital communications in Spanish, German, Chinese or other languages that may become available at and through NSU or other SDBOR institutions as this program builds.

In addition to the above, the following benefits are anticipated for students pursuing the BA program in Global Language and Culture:

- additional career opportunities
- a language and culture focus that will decidedly augment other majors/minors (such as within the College of Professional Studies), providing students with a competitive edge in the job market¹¹
- hands-on experiential learning through communication with students in other countries, especially with those facilitated by digital praxis networks
- hands-on experiential learning through communication and activities with international students at all campuses within the regental system
- the opportunity to participate in the NSU Global Living and Learning Community in Wolves Memorial Suites
- demonstrate proficiency in the cultural and sociolinguistics aspects of a language
- curriculum that delivers both depth and breadth of knowledge in language and cultural studies, including theory, linguistics, and rhetoric.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

Northern State University's Mission, Vision and Values states that Northern's mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students

¹¹ See item 7 of this proposal for further information about collaboration with the College of Professional Studies.

through the liberal arts and professional education for their future endeavors.”¹² Such opportunities are much more in the grasp of students who are well-versed in the languages and cultures of other parts of the world.

In 2018, *Babbel Magazine* (a publication of the world’s first language learning application and a leader in the online language learning industry) reported that German is the second most commonly spoken language in Europe and is a significant language for a thorough understanding of developments in philosophy, science, and art.¹³ The same source reports that Chinese is the most spoken language in the world followed by Spanish as the second most spoken language in the world, including more native speakers than are fluent in the English language.¹⁴ The application of these languages along with the global cultural studies focus of this program will enhance the global nature of the learning opportunities that Northern offers its students. Without these opportunities, our students venturing abroad or even just communicating with people in other parts of the world (a prospect made more likely by digitalized globalization) will not have the cultural felicity to make the most of their opportunities.

This proposed program provides students with the opportunity to gain a greater global and cultural understanding, which promotes Northern’s vision to be “regionally recognized as a student-centered, diverse community dedicated to excellence in teaching and learning, creativity and global awareness.”¹⁵ Additionally, it will allow students to espouse Northern’s three primary values of Community (“building a culture of inclusion, belonging and collegiality that respects diversity in knowledge, culture and world view”), Discovery (“pursuing rigor and excellence in education, inquiry and engagement for the benefit of our students, state and region”), and Integrity (“adhering to the highest standards of honesty, fairness and transparency with a commitment to responsible stewardship of resources”).¹⁶ We are not achieving these values if we are not giving our students the tools to venture out into the world and to understand it as they explore it and find their place within it, either personally or professionally.

Furthermore, this proposed program would be an asset toward continuing the progress the Board of Regents has already made in reaching the goals set forth in its 2014-2020 Strategic Plan. Because students will play an active role in determining their own curriculum, as indicated in item 1 of this proposal, this makes the program appealing to the current and growing utility-minded college student, which will benefit students and move Northern toward higher recruitment and retention rates.

Forbes magazine reported in 2017 that today’s college students are more career-focused early on in their college experiences, and they are also more likely to want hands-on experiential learning of exactly the kind this program advocates and the kind being measured by the Board of Regents under its Academic Quality and Performance objective. The same *Forbes* article notes that 13% of today’s college students already operate their own business

¹² NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

¹³ Bohn, Thea. “What are the 10 Most Spoken Languages in Europe.” *Babbel Magazine*. 18 April 2018. <https://www.babbel.com/en/magazine/most-spoken-languages-europe/>

¹⁴ Lang, James. “10 Most Spoken Languages in the World.” *Babbel Magazine*. 14 November 2018. <https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world/>

¹⁵ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

¹⁶ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

upon entering college, making the necessity for global communication tools even more urgent and more apparent to them.¹⁷

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?

One South Dakota program might appear to have a relation to our proposed program; however, the similarity resides principally in the use of the term “Global.” The Global Studies program at SDSU draws courses from a broad range of fields, including political science, the social sciences, and the humanities. In their program, language courses are only required through the intermediate (202) level. By contrast, NSU’s Global Language and Culture program emphasizes first and foremost language and global communication skills. The communication courses will be taught in English. The bulk of the upper-division courses will include a language component taken in the primary language of study to foster advanced language skills. The cultural courses within this proposed program will be taught in English and will address global themes through the lens of local language, customs, and history.

Approval of the proposed new program could provide the potential for collaboration with other South Dakota public universities, specifically through online intermediate and upper level French language offerings.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.

	Institution	Program Title
<i>Minnesota</i>	University of Minnesota	BA in Global Studies https://cla.umn.edu/global-studies/ba-global-studies
<i>North Dakota</i>	University of North Dakota	BA in International Studies https://und.edu/programs/international-studies-ba/
<i>Montana</i>	None	
<i>Wyoming</i>	None	

Similar to what is indicated in item 5 of this proposal, the primary contrast between our proposed program and the programs provided above is that ours places primary emphasis on language and global communication skills.

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

We do not expect students to be redirected from existing programs at the university other than a possible movement of Spanish majors or minors, German majors or minors, or

¹⁷ Kozinsky, Sieva. “How Generation Z is Shaping the Change in Education.” *Forbes Magazine*. 24 July 2017. <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/#45a0add96520>

Chinese minors into this program. If anything, we believe this program is a beneficial supplement as a probable double major to students studying in such areas as international business, political science, entrepreneurship, education, and communication studies. The majority of courses that will be offered in this proposed program will double count between majors, thereby providing the opportunity to add the BA in Global Language and Culture as a second major. We do anticipate that a majority of students enrolling in this program will be new to the university.

Doug Ohmer, Dean of the NSU College of Professional Studies, has agreed to add SPCM 470 Intercultural Communication (a global communication course within this proposed program) as an elective for the BA in International Business, and he has also agreed to add 8 credits of a language to the minor in International Business. The BA in International Business already requires 8 credits of introductory foreign language and 6-8 credits of intermediate foreign language or study abroad experience, which would provide one opportunity for courses that could double count between majors. Additionally, Andria Moon, Associate Dean of the Millicent Atkins School of Education, and Anna Schwan, Assistant Professor of Education, have expressed a strong interest in collaborating with the proposed Global Language and Culture program to identify courses within the program that would cover the language and culture requirement of an ENL endorsement for teaching English learners in K-12.

We believe the strength of our language faculty and participating communication studies faculty as well as participating faculty in interdisciplinary course offerings, the strength of the curriculum and the university, along with the multinational forward-thinking nature of the program will be recruiting strengths for the BA in Global Language and Culture.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

Expected enrollment and graduation:

First Year Enrollment	3-5
Fourth Year Enrollment	8-10
Graduation (Fifth Year and thereafter)	10-12

Further Explanation:

To calculate the first-year enrollment, we looked at our current (spring 2020) language majors and communication studies majors in these areas and calculated a percentage of those majors. As of spring 2020, there are 3 German majors, 12 Spanish majors, and 27 communication studies majors. We calculated a 6% approximation of these majors who may enter the program as majors or as double majors, which does not include majors in other programs who may choose to double major in this program. To calculate the fourth-year enrollment, we anticipated that the expanding need for a global outlook (as discussed in numbers 2 and 4 above) that is addressed by this program would serve as a recruiting tool. This would then allow for an increase in students entering the program by its fourth year.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

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.

	Yes/No	Intended Start Date
On campus <i>-while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.</i>	Yes	Spring 2021

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

	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	<i>As stated above, while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.</i>	Spring 2021
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

10. What are the university's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

	Development/ Start-up	Long-term Operation
Reallocate existing resources <i>- this reallocation would consist of utilizing the faculty we currently have who would teach these courses.</i>	Yes	Yes
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No
Ask Board to seek new State resources <i>Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.</i>	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Included as Appendix A are curriculum from BA in Foreign Language programs at two universities. The curriculum from Thomas Edison State University is included for its cultural and literacy course focus as well as the interdisciplinary aspect of its elective requirement. Similarly, the curriculum of the University of North Alabama offers multiple foreign language options.

Appendix A: Curriculum of Similar Programs

BA in Foreign Language - Thomas Edison State University

<https://www.tesu.edu/heavin/ba/foreign-language>

Subject Category	Credits
I. General Education Requirements	60
A. Intellectual and Practical Skills	15
• Written Communication	(6)
• Oral Communication	(3)
• Quantitative Literacy	(3)
• Information Literacy (SOS-110: Critical Information Literacy)	(3)
B. Civic and Global Learning	9
• Diversity	(3)
• Ethics	(3)
• Civic Engagement	(3)
C. Knowledge of Human Cultures	12
D. Understanding the Physical and Natural World	4-7
E. General Education Electives	17-20
II. Area of Study: Foreign Language	33
A. Required Courses	21
Language skills through the advanced level	(12)
EXAMPLES:	
• Intermediate Language I and II	(6)
AND	
• Advanced Language I and II	(6)
• History of Civilization	(3)
• Major Writers/Masterpieces of Literature	(6)
B. Capstone	3
LIB-495 Liberal Arts Capstone	(3)
C. Foreign Language Electives*	9
FRENCH	
• Advanced Syntax	
• Consecutive & Simultaneous Interpreting	
• Contemporary French Drama	
• Dada and Surrealism	
• French Civilization: 19th Century and 20th Century	
• French Film	
• French Novel to 1900	
• French Novel of the 20th Century	

<ul style="list-style-type: none"> • French Poetry • French Renaissance • Music in French Revolution • Napoleonic Wars: Fact and Fiction • Phonology • 17th Century (or 18th C. or 19th C. or 20th C.) Literature • 17th Century (or 18th C. or 19th C. or 20th C.) Theater • Translation • Women in French Literature 	
<p>SPANISH</p> <ul style="list-style-type: none"> • Cervantes • Comparative Grammar: Spanish - English • Contemporary Latin-American Theater • Evolution of Spanish Language • Hispanic Culture in New Jersey • Hispanic Mainland Literature • Literature of Puerto Rico and/or Cuba • Masterpieces of Spanish American Literature • Middle Ages in Spain • Phonology • Spanish-American Cultural History • Spanish-American Novel • Spanish Literature of 19th Century • Spanish Novel of the 20th Century • Theater of the Golden Age • 20th Century Poetry • 20th Century Spanish Prose Literature 	
<p>GERMAN</p> <ul style="list-style-type: none"> • Age of Schiller • Applied Linguistics • Drama of 19th Century and 20th Century • German Novel of the 20th Century • Goethe • History and Development of German Language • 19th Century German Realism • Phonology • Poetry • Prose Fiction • 16th Century - 18th Century Literature • Translation 	
<p>ITALIAN</p> <ul style="list-style-type: none"> • Dante • Italian-American Novel • Italian Cinema • Italian Humanism and Renaissance • Italian Novel of the 20th Century • Italian Opera • Literature of the Renaissance • Literature of 13th & 14th Century (or 18th C. or 19th C. or 20th C.) • Phonology 	
D. Requirements	
Courses transferred to Thomas Edison State University are equated to the following levels: 100, 200, 300 or 400. A minimum of 18 credits equating to 300 or 400 are required.	
III. Electives	27
Total Credits	120

Appendix A: Curriculum of Similar Programs

BA in Foreign Language - University of North Alabama

<https://www.una.edu/foreign-languages/degree-options/bachelor-of-arts-in-foreign-languages.html>

	Course	Credit
A.	General Education Component	41
	For general education requirements refer to <i>Academic Procedures and Requirements</i> .	
B.	Major Core Requirements:	7
	Introduction to Languages (FL 100)	3
	Cross-Cultural Interaction (FL 302)	3
	*Senior Seminar (FL 498)	1
	Choose 14 hours from the following (up to 8 hours may be taken in a second foreign language):	14
	Introduction to Global Studies (FL 101 or FL 101H)	3
	Global Perspectives through Study Abroad (FL 201)	3
	Introduction to Latin American Studies (FL 204 or FL 204H)	3
	Culture through Cinema (FL 301)	3
	Special Topics in International Studies (FL 490)	3
	FR/GR/SP 101	3
	FR/GR/SP 102	3
	ARB/CE/IT/JP/PT/RU/SWA/TU 101	3
	ARB/CE/IT/JP/PT/RU/SWA/TU 102	3
	Total:	21
C.	Option I: Foreign Languages	
	27 hours from 300- or 400-level courses	
	Total:	27
	Option II: Foreign Languages for Commerce	
	9 hours from 300-level courses, including 353	9
	12 hours from 400-level courses, including 403	12
	Total:	21
	For Option II, a minor is required in one of the following areas: Accounting, Business Administration, Computer Information Systems, Economics, Management, or Marketing	18-24
	Recommended Supporting Courses: Business Applications of Microcomputer Software (CIS 125) Principles of Economics (EC 251) International Trade and Finance (EC/FI 463) International Business (MG/MK 491)	
	Option III: Foreign Languages, Professional	
	9 hours from 300-level courses	9
	12 hours from 400-level courses	12
	Total:	21
	.	
	For Option III, a second major is required in consultation with the department	
D.	General Elective hours, if required, to bring total to 120 hours.	