



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours, including the prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	BHSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	Basic Level Spanish Certificate
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Fall 2022
<b>PROPOSED CIP CODE:</b>	160905
<b>UNIVERSITY DEPARTMENT:</b>	School of Arts and Humanities
<b>BANNER DEPARTMENT CODE:</b>	BSAH
<b>UNIVERSITY DIVISION:</b>	College of Liberal Arts
<b>BANNER DIVISION CODE:</b>	6A

☒ **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.*

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Institutional Approval Signature	Click here to enter a date.
<i>President or Chief Academic Officer of the University</i>	Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**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 nature of the undergraduate Basic Level Spanish Certificate is to prepare students who wish to develop a Novice Low level in the Spanish language. This level is distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. Based on the ACTFL guidelines for this level, this certificate will help students to handle a variety of tasks on the basic level; they will be able to successfully manage several uncomplicated interpersonal communicative tasks in straightforward social situations; they can recombine learned material to express personal meaning; they can ask simple questions and can handle a clear survival situation; they produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. With this, the Spanish Basic Level Certificate could benefit all language skills: reading comprehension, writing, listening comprehension, and speaking.

**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.**

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

BHSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:4</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:5</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:6</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1:10:3</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1:10:2</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1:10:1</a>

[Board of Regents Strategic Plan 2014-2020](#)

We have a Spanish and Spanish Education major and a Spanish and Spanish Teaching minor.

**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.**

According to the “Benefits of Language Learning” report from ACTFL (American Council for the Teaching of Foreign Language), knowing a second language in the 21<sup>st</sup> Century is beneficial and necessary for success in life.<sup>1</sup> The continual globalization of the world is bringing diverse cultures and communities into more frequent contact with each other. Through learning another language, students can develop these skills. Learning another language also provides many other benefits, including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures.<sup>2</sup> In addition, learning a foreign language will access

<sup>1</sup> <https://www.actfl.org/resources/guiding-principles-language-learning/benefits-language-learning>

<sup>2</sup> <https://www.actfl.org/resources/guiding-principles-language-learning/benefits-language-learning>

more sources of information and work opportunities. 9 out of 10 employers in the United States rely on employees with skills other than English.<sup>3</sup>

Thus, this Basic Level Spanish Certificate will help students communicate with the increasing Hispanic population (according to the U.S. Census Bureau, the national Hispanic and Latino population was over 62 million in 2020 and increasing each year<sup>4</sup>) and will have access to more work opportunities.

**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 intended audience is anyone who plans to enter a career field where learning Spanish would be practically advantageous: for example, International Studies, Hospitality and Tourism Management, Education, International Business. The certificate allows students to gain academic recognition for their foreign language work when completing a major or minor. This certificate will benefit students' majors or minors in which language competency is an essential component.

**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?**

The Basic Level Spanish Certificate can be taken alone and will give students access to more work opportunities. Research published in March 2017 by New American Economy shows that the demand for bilingual workers in the United States more than doubled, with about 240,000 job postings aimed at bilingual workers in 2010 increasing to 630,000 postings in 2015.<sup>5</sup>

**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.**

The Spanish Certificate is a value for not only Spanish majors but also for any major on the BHSU campus or at regional institutions. It will especially enrich the majors from the School of Education, College of Business and Natural Sciences, and Nursing. The Spanish Basic Level Certificate offers excellent flexibility and versatility that can easily be added to any major or minor.

**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 programs to which the certificate stacks are the Spanish major (B.A.), Spanish Ed major (BSED), Spanish minor, and Spanish-Teaching minor. Each of the eleven credits from the

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<sup>3</sup> [Publications - Lead with Languages](#)

<sup>4</sup> <https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=Hispanic%20or%20Latino>

<sup>5</sup> [Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market - New American Economy](#)

certificate (SPAN 101, 4 credits; SPAN 102, 4 credits; and SPAN 211, 3 credits) can be applied to the two Spanish majors and two Spanish minors.

- 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 allow students 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 <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
SPAN	101	Introductory Spanish I	N/A	4	No
SPAN	102	Introductory Spanish II	SPAN 101	4	No
SPAN	211	Intermediate Oral Practice I	SPAN 102	3	No

Total Certificate Credits with prerequisites

11

**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.*

Aligned with ACTFL Proficiency Guidelines, the Basic Level Spanish Certificate will provide students with the opportunity to express personal meaning. The students will systematically learn the elementary grammar structures, which offer a linguistic basic of knowledge. In addition, the curriculum will involve a community component. It will also increase a student’s knowledge of Hispanic and Latin cultures.

- B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.** *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes met by the studies included. All students should acquire the program knowledge and competencies regardless of selected electives. Modify the table as necessary to provide the requested information for the proposed program.*

Program Courses that Address the Outcomes
SPAN 101 SPAN 102 SPAN 211
<p>Upon successful completion of the three courses, students will demonstrate proficiency in the following linguistic and cultural areas aligned with the ACTFL language proficiency for Basic Level (Novice) Spanish.</p> <p>1. Speaking: speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily <u>by using</u> isolated words and phrases that have been encountered, memorized, and recalled.</p> <p>2. Writing: writers are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages.</p> <p>3. Listening: listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.</p> <p>4. Reading: readers can understand a text when they are able to anticipate the information in the text. At this level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.</p> <p>5. Acquire knowledge of the Spanish-speaking world: students will demonstrate increased knowledge of the Hispanic culture in the world, including, but not limited to, its impact in the United States, its art and music, customs related to social interactions, family relationships, food, daily routine, and celebrations.</p>

*Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

## 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	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
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		Choose an item. Choose an item.

- 10. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*