



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

**New Undergraduate Degree Program**

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. 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 Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	<b>Northern State University</b>
<b>MAJOR:</b>	<b>Global Language and Culture</b>
<b>EXISTING OR NEW MAJOR(S):</b>	<b>New</b>
<b>DEGREE:</b>	<b>Bachelor of Arts (BA)</b>
<b>EXISTING OR NEW DEGREE(S):</b>	<b>Existing</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2021</b>
<b>PROPOSED CIP CODE:</b>	<b>30.2001</b>
<b>SPECIALIZATIONS:</b>	<b>N/A</b>
<b>IS A SPECIALIZATION REQUIRED (Y/N):</b>	<b>No</b>
<b>DATE OF INTENT TO PLAN APPROVAL:</b>	<b>9/2/2020</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Languages, Literature, and Communication Studies</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>NLAC</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts and Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>5A</b>

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

- The individual preparing this request has read [AAC Guideline 2:9](#), which pertains to new undergraduate degree program 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.*

  
\_\_\_\_\_  
President (or Designee) of the University

\_\_\_\_\_  
1/5/2021  
Date

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

Northern State University's 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 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.<sup>1</sup> The program allows students to choose one language as their concentration within the major. Presently, students will choose among Spanish, German, or Chinese, but expansion is anticipated to include additional languages as the program grows. This expansion could include French,<sup>2</sup> language courses offered through Northern's study abroad programs, and language courses offered at other SDBOR institutions.

## **2. How does the proposed program relate to the university's mission and strategic plan, 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 through the liberal arts and professional education for their future endeavors."<sup>3</sup> 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.<sup>4</sup> 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.<sup>5</sup> 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

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<sup>1</sup> There is only one set of learning outcomes and cross-curricular skills for this program.

<sup>2</sup> NSU is currently seeing healthy enrollments in FREN 101 and FREN 102. It is anticipated that NSU will propose a French minor that will be included within this program.

<sup>3</sup> NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

<sup>4</sup> 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/>

<sup>5</sup> 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/>

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.

Northern State University's Global Language and Culture program will provide 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."<sup>6</sup> 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").<sup>7</sup> 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 program will 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 upon entering college, making the necessity for global communication tools even more urgent and more apparent to them.<sup>8</sup>

### **3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.**

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

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<sup>6</sup> NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

<sup>7</sup> NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

<sup>8</sup> 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>

diverse approaches of global studies.”<sup>9</sup> 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, this program will strengthen ongoing NSU efforts in the areas of recruiting and retention of a diverse student body and faculty while providing a dynamic university experience.<sup>10</sup> To paraphrase Lynne Steuerle Schofield, Associate Provost for Faculty Diversity and Development and Associate Professor of Statistics at Swarthmore College, as 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.<sup>11</sup>

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.”<sup>12</sup> 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.”<sup>13</sup> Areas where language majors regularly find employment include international development, marketing, public policy, journalism, government work, tourism, and education.<sup>14</sup> 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.<sup>15</sup> According to *Business Roundtable*, Mexico, Germany, and China are three of the top six export

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<sup>9</sup> 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>

<sup>10</sup> Item 4 of this proposal further supports this by referencing areas within the NSU Mission, Vision and Values that emphasize diversity.

<sup>11</sup> 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>

<sup>12</sup> SDWINS. “South Dakota Workforce Initiatives Annual Report: Final SDWINS Report 2016-2017.” [https://dlr.sd.gov/publications/documents/sdwins\\_annual\\_report\\_2016\\_2017.pdf](https://dlr.sd.gov/publications/documents/sdwins_annual_report_2016_2017.pdf)

<sup>13</sup> U.S. Bureau of Labor and Statistics. “Occupational Outlook Handbook.” 2020. <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

<sup>14</sup> 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>

<sup>15</sup> 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](http://www.southeastern.edu/acad_research/programs/cse/career_expl/slu_degree/degrees/foreign_language.html)

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.<sup>16</sup> 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.<sup>17</sup>

#### 4. How will the proposed program benefit students?

With its focus on global communication and culture, this program will be an asset for Northern State University 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 Northern State University's 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 market<sup>18</sup>

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<sup>16</sup> *Business Roundtable*. "U.S. Economic Growth Depends on Trade." 2016. <https://www.businessroundtable.org/policy-perspectives/trade-international/benefits-of-trade>

<sup>17</sup> *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](https://tradepartnership.com/wp-content/uploads/2019/01/BRT_TRADE_2018_South_Dakota.pdf)

<sup>18</sup> Doug Ohmer, Dean of the NSU College of Professional Studies, has agreed to add SPCM 470 Intercultural Communication (a course within this program) as an elective for the BA in International Business. He 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. 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.

- 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 on the Northern State University campus
- 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.

## 5. Program Proposal Rationale:

**A. If a new degree is proposed, what is the rationale?** *This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.*

A new degree is not proposed. The request is for a Bachelor of Arts (BA) degree, and Northern State University has authorization to offer a BA.

**B. What is the rationale for the curriculum?**

The curriculum is interdisciplinary, utilizing the qualifications and areas of expertise of faculty in multiple disciplines, with a focus on issues in a global and cultural context while including a solid foreign language base. A committee with faculty representatives from the English, German, Spanish, and Communication Studies programs designed the curriculum in consultation with faculty from the Business, Education, History, and Biology programs. The responses provided in items 1, 3 and 4 of this proposal drove the rationale for the curriculum, including a focus on cross-cultural competency, global communication, and the analysis of local culture in a global context.

Additionally, courses identified with a GLC prefix will each have an accompanying 1-credit language lab section. Labs cannot be applied to the language minor. These labs provide focused study of course topics as they pertain to the countries that speak the language associated with the lab section, and each are taught in the language of that section. The intent is for students to deepen their language skills and expand their knowledge of the countries under discussion. The labs are repeatable in each of the offered languages. The non-lab sections of courses with a GLC prefix will be taught in English and will provide team-teaching opportunities.

**C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.** *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

The curriculum includes core requirements that will provide an interdisciplinary perspective on the content and skills required by the major curriculum.

**D. Summary of the degree program (complete the following tables):**

<b>BA Global Language and Culture</b>	<b>Credit Hours</b>	<b>Credit Hours</b>	<b>Percent</b>
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	0		
Major Requirements	26		
Major Electives	16		
Subtotal, Program Requirements		42	35%
Free Electives		48	40%
Degree Total		120	100%

**Required Support Courses Outside the Major**

*(Not general education requirements)*

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
		N/A		
Subtotal				

**Major Requirements**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>New (yes, no)</b>
<b>Choose 12 credits in a foreign language minor:</b>				
		Chinese		No
		German		No
		Spanish		No
(NOTE: a foreign language minor is 18 credits – only 12 credits of the minor will count toward the major. With completion of the remaining minor credits, the minor will be granted with the major.)				
<b>Required:</b>				
IDL	190	First Year Seminar	2	No
<b>Choose 4 of the following:</b>				
ANTH	210	Cultural Anthropology	3	No
ENGL	215	Literature in Global Contexts	3	No
GEOG	210	World Regional Geography	3	No
GEOG	320	Regional Geography	3	No
LING	435	Second Language Development	3	No
POLS	250	Introduction to International Relations	3	No
POLS	440	Comparative Government	3	No
POLS	454	International Law and Organization	3	No
SPCM	470	Intercultural Communication	3	No
Subtotal			26	

**Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>New (yes, no)</b>
<b>Choose 4 of the following:</b>				
*GLC	300	Transcultural Digital Literacies	3	Yes
*GLC	301	Global Health and Food Politics	3	Yes

*GLC	302	Intersectionality	3	Yes
*GLC	303	Cinema in International Contexts	3	Yes
*GLC	304	Ethnic Conflict and Nationalism	3	Yes
*GLC	305	Comedy, Humor, and Culture	3	Yes
EXCH	389	Student Exchange – International (students would study abroad in a Chinese, German, or Spanish speaking country)	3	No
<b>Choose 4 of the following:</b>				
*GLC	300L	Transcultural Digital Literacies – offered in Chinese, German, and Spanish	1	Yes
*GLC	301L	Global Health and Food Politics – offered in Chinese, German, and Spanish	1	Yes
*GLC	302L	Intersectionality– offered in Chinese, German, and Spanish	1	Yes
*GLC	303L	Film in International Contexts – offered in Chinese, German, and Spanish	1	Yes
*GLC	304L	Ethnic Conflict and Nationalism – offered in Chinese, German, and Spanish	1	Yes
*GLC	305L	Comedy, Humor, and Culture – offered in Chinese, German, and Spanish	1	Yes
			<b>Subtotal</b>	<b>16</b>

\*indicates proposed new courses added specifically for the major

## 6. Student Outcomes and Demonstration of Individual Achievement

- 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, and must relate to the proposed assessments in B and C below. 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 that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome (Same as in the text of the proposal) Corresponding BOR Cross-Curricular Skill in bold italics	Program Courses that Address the Outcomes						
	<i>ANTH 210 GLC 300 GLC 303 GLC 305</i>	<i>ENGL 215 POLS 454</i>	<i>GEOG 210 GEOG 320 GLC 302</i>	<i>12-FL credits* LING 435</i>	<i>SPCM 470 POLS 250 POLS 440 GLC 301</i>	<i>GLC 300L- 305L</i>	<i>GLC 304</i>
Communicate and respond to issues (i.e. ethical, political, social, etc.) on a local, national, and/or global level <b><i>(Civic Knowledge and Engagement)</i></b>					X		X
Identify and explain relevance of cultural perspectives <b><i>(Diversity, Inclusion and Equity)</i></b>		X	X		X		X
Students will identify and make connections between cultural artifacts (literature, art, film, digital media, etc.) and their social, historical, or political relevance. <b><i>(Intercultural Knowledge)</i></b>	X						

Students will determine and analyze perspectives representative of a particular culture. <i>(Inquiry and Analysis)</i>		X					
Students will utilize theories of second language development and communicate orally in a foreign language with ample vocabulary, grammatical accuracy, good pronunciation, and fluency. <i>(Diversity, Inclusion and Equity)</i>				X		X	
Demonstrate effective written and oral communication skills. <i>(Critical and Creative Thinking)</i>		X		X		X	

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

**B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.**

N/A

**C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?**

Students will demonstrate mastery through proficient fulfillment of all learning outcomes through successful completion of the curriculum. No grade below a “C” will be accepted in a course taken to fulfill the major requirements and major electives. Student learning will be assessed through both direct and indirect measures at every level of the curriculum.

**7. What instructional approaches and technologies will instructors use to teach courses in the program?**

Faculty will use standard technology appropriate to their discipline areas. Primary instructional techniques will include lectures, discussion-based coursework, group work, and written and oral presentations.

**8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?**

No outside consultants were engaged.

**9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.**

Fiscal Years*			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	4	6	8	10
Students from other university programs <sup>19</sup>	2	4	6	8
Continuing students		6	16	20
=Total students in the program (fall)	6	16	20	38
Program credit hours (major courses)** <sup>20</sup>	48	192	240	456
Graduates			3	6

\*Do not include current fiscal year.

\*\*This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

We do not expect students to be redirected from existing programs at the university other than a possible movement of Spanish majors and any remaining German majors. We also expect some current Chinese minors, German minors, and Spanish minors to add this major. Additionally, 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, as this robust, engaging, interdisciplinary program will become a draw for new students interested in international studies.

The strength of our language faculty and 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.

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.

**10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.**

No.

<sup>19</sup> It is anticipated that these students would be current foreign language minors who add this major or students who add a foreign language minor when adding this program.

<sup>20</sup> This figure assumes that students in this 40- hour program will take an average of 6 credit hours per semester (12 credit hours per year) in the required or elective courses for this major.

**11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."**

No exceptions are requested.

**12. Delivery Location**

**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., 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 online program)?**

	Yes/No	Intended Start Date
<b>On campus</b> <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	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	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>	Fall 2021
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	No		

**13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations**

**and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.**

This program requires no additional personnel and no additional costs. The program consists of 24 credits hours from courses already offered and 16 credit hours from 24 credits of new courses (6 new courses and labs) that will all be staffed by existing faculty. The current faculty possess the workload capacity to take on the required major coursework for this program as part of their in-load. Northern faculty have already collaborated to develop syllabi for the new courses in the BA in Global Language and Culture program.

**14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an “X” in the appropriate box)? If yes, explain.**

Yes       No

*Explanation (if applicable):*

**15. New Course Approval: New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:**

- YES,  
*the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.*
- NO,  
*the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

## Northern State University, B.A. in Global Language and Culture

**1. Assumptions**

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount &amp; hours from proposal</i>					
Fall headcount (see table in proposal)		14	30	38	58
Program FY cr hrs, On-Campus		280	600	760	1,160
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.50	0.50	0.75	0.75
Faculty Salary & Benefits, average	See p. 3	\$84,675	\$84,675	\$84,675	\$84,675
Faculty, Adjunct - number of courses	See p. 3	2	2	2	2
Faculty, Adjunct - per course	See p. 3	\$2,000	\$2,000	\$2,000	\$2,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

**2. Budget**

<i>Salary &amp; Benefits</i>					
Faculty, Regular		\$42,338	\$42,338	\$63,506	\$63,506
Faculty, Adjunct (rate x number of courses)		\$4,000	\$4,000	\$4,000	\$4,000
Other FTE		\$0	\$0	\$0	\$0
	S&B Subtotal	\$46,338	\$46,338	\$67,506	\$67,506
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$1,000	\$2,000	\$2,000
Capital equipment		\$0	\$0	\$0	\$0
	OE Subtotal	\$0	\$1,000	\$2,000	\$2,000
	<b>Total</b>	<b>\$46,338</b>	<b>\$47,338</b>	<b>\$69,506</b>	<b>\$69,506</b>

**3. Program Resources**

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$215.32	\$215.32	\$215.32	\$215.32
On-campus tuition revenue	hrs x amt	\$60,290	\$129,192	\$163,643	\$249,771
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0

Grants/Donations/Other	\$0	\$0	\$0	\$0
<b>Total Resources</b>	<b>\$60,290</b>	<b>\$129,192</b>	<b>\$163,643</b>	<b>\$249,771</b>

**Resources Over (Under) Budget** **\$13,952** **\$81,854** **\$94,137** **\$180,265**  
*Provide a summary of the program costs and resources in the new program proposal.*

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$66,473	\$0
University's variable benefits rate (see below)	0.1464	0.1464
Variable benefits	\$9,732	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&amp;B</i>	\$84,675	\$8,470

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY20 salaries of 9 faculty in the Languages, Literature, and Communications Studies department and the History and Social Sciences department who teach courses required in the program of study for Northern's BA in Global Language and Culture were averaged. These are the faculty who will regularly teach the courses and sections associated with this program.

Explain adjunct faculty costs used in table:

2 courses per year to be taught by adjuncts at \$2,000 per course estimated cost, as not all students in the courses will be Global Language and Culture majors.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Not applicable.

Summarize the operating expenses shown in the table:

As enrollment increases in the program over time, additional materials may be needed.

Summarize resources available to support the new program (redirection, donations, grants, etc).

Not applicable. No discipline fees attached to this program.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY19			
	Rate	HEFF	Net	
Undergraduate	\$340.05	\$39.11	<b>\$300.94</b>	<i>Change cell on page 1 to point to your net</i>
Graduate	\$450.90	\$51.85	<b>\$399.05</b>	
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY19			
	Rate	HEFF	Net	
UG Resident - DSU, NSU	\$243.30	\$27.98	<b>\$215.32</b>	<i>Change cell on page 1 to point to your net</i>
UG Resident - SDSU, USD	\$248.35	\$28.56	<b>\$219.79</b>	
UG Resident - BHSU	\$254.20	\$29.23	<b>\$224.97</b>	
UG Resident - SDSMT	\$249.70	\$28.72	<b>\$220.98</b>	
GR Resident - DSU, NSU	\$319.40	\$36.73	<b>\$282.67</b>	<i>Change cell on page 1 to point to your net</i>
GR Resident - SDSU, USD	\$326.05	\$37.50	<b>\$288.55</b>	
GR Resident - BHSU	\$328.20	\$37.74	<b>\$290.46</b>	
GR Resident - SDSMT	\$324.85	\$37.36	<b>\$287.49</b>	
UG Nonresident - DSU, NSU	\$342.40	\$39.38	<b>\$303.02</b>	<i>Change cell on page 1 to point to your net</i>
UG Nonresident - BHSU	\$355.70	\$40.91	<b>\$314.79</b>	
UG Nonresident - SDSU, USD	\$360.50	\$41.46	<b>\$319.04</b>	
UG Nonresident - SDSMT	\$391.10	\$44.98	<b>\$346.12</b>	
x GR Nonresident - DSU, NSU	\$596.30	\$68.57	<b>\$527.73</b>	<i>Change cell on page 1 to point to your net</i>
x GR Nonresident - BHSU	\$612.40	\$70.43	<b>\$541.97</b>	
x GR Nonresident - SDSU, USD	\$626.85	\$72.09	<b>\$554.76</b>	
x GR Nonresident - SDSMT	\$652.00	\$74.98	<b>\$577.02</b>	
UG Sioux Falls Associate Degree	\$275.40	\$31.67	<b>\$243.73</b>	<i>Change cell on page 1 to point to your net</i>

**Variable Benefits Rates**

University	FY19	
BHSU	14.64%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

Rates updated February 2019 (JP)



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**New Course Request**

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU	<b>College of Arts and Sciences /Languages, Literature, and Communication Studies</b>
<b>Institution</b>	<b>Division/Department</b>
<i>Michael Weros</i>	12/8/2020
<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 300	Transcultural Digital Literacies	3
GLC 300L	Transcultural Digital Literacies Lab	1

*NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.*

**GLC 300 Course Description**

Examination of new technologies and their constraints in learning, imagining, and creating knowledge that traverses national boundaries and conventional cultural borders. Students are provided the structure to understand significant transcultural digital literacies in the 21st century through the theoretical frameworks in which various forms of borders, limits, and cultural boundaries can be studied. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

**GLC 300L Course Description**

Language lab that provides focused study of transcultural digital literacies as they pertain to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

*NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.*

### Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 300L	Transcultural Digital Literacies Lab	Co-req to GLC 300 concurrently if Global Language Culture major

### Registration Restrictions

N/A
-----

## Section 2. Review of Course

### 2.1. Will this be a unique or common course (place an "X" in the appropriate box)?

**Unique Course**

*If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.*

Prefix & No.	Course Title	Credits
ENGL 380	Futuristic Communications	3
GE 231	Technology, Society, and Ethics	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

While ENGL 380 and GE 231 include aspects of technology and technological innovations, neither of them focus on digital literacy or its transcultural aspects and theoretical frameworks, which is found in GLC 300. There is no equivalent to the proposed GLC 300L courses.

**Common Course**      *Indicate universities that are proposing this common course:*

BHSU     DSU     NSU     SDSMT     SDSU     USD

## Section 3. Other Course Information

### 3.1. Are there instructional staffing impacts?

**No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.







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

**New Course Request**

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

<u>NSU</u>	<u>College of Arts and Sciences /Languages, Literature, and Communication Studies</u>
<b>Institution</b>	<b>Division/Department</b>
<i>Michael Waroux</i>	<u>12/8/2020</u>
<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Course Title and Description**

*If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.*

<b>Prefix &amp; No.</b>	<b>Course Title</b>	<b>Credits</b>
GLC 301	Global Health and Food Politics	3
GLC 301L	Global Health and Food Politics Lab	1

*NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.*

**GLC 301 Course Description**

Examination of global health priorities, programs, and challenges as well as ongoing changes in global health trends. Students will explore successful initiatives and programs promoting public health, including analyzing the politics surrounding food production, distribution, and choices and how these politics play a factor in the determinants of health and disease. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

**GLC 301L Course Description**

Language lab that provides focused study of global health and food politics as they pertain to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

*NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.*

**Pre-requisites or Co-requisites (add lines as needed)**

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 301L	Global Health and Food Politics Lab	Co-req to GLC 300 concurrently if Global Language Culture major

**Registration Restrictions**

N/A
-----

**Section 2. Review of Course**

**2.1. Will this be a unique or common course (place an “X” in the appropriate box)?**

**Unique Course**

*If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.*

Prefix & No.	Course Title	Credits
NUTR 111	Food, People, and the Environment	3
ABS 203	Global Food Systems	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

NUTR 111 looks at ethical issues and environmental impacts of global food production and food processing, whereas GLC 301 explores the politics of food production and distribution and its role in global health and disease. ABS 203 looks at global food systems and agricultural diversity, with a focus on agricultural constraints and practical issues of food production (techniques, economics, etc.), whereas GLC 301 explores various aspects of global public health in conjunction with politics of food production. Overall, GLC 301 provides a more comprehensive look at food systems, production, distribution and their role in global health and disease. There is no equivalent to the proposed GLC 301L courses.

**Common Course**      *Indicate universities that are proposing this common course:*

BHSU       DSU       NSU       SDSMT       SDSU       USD

**Section 3. Other Course Information**

**3.1. Are there instructional staffing impacts?**

**No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty’s regular workload, with course rotations managed accordingly.







**SOUTH DAKOTA BOARD OF REGENTS  
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**New Course Request**

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU	<b>College of Arts and Sciences /Languages, Literature, and Communication Studies</b>
<b>Institution</b>	<b>Division/Department</b>
<i>Michael Weros</i>	12/8/2020
<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 302	Intersectionality	3
GLC 302L	Intersectionality Lab	1

*NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.*

**GLC 302 Course Description**

Examination of important issues, questions, and debates regarding intersectionality (the notion that race, gender, sexuality and other terrains of difference gain meaning from each other). Students analyze intersectionality as a theoretical framework and as a way to see the world, particularly critiquing and dismantling systems of power. Students explore resources drawn from sociology, cultural studies, history, and race and gender theory. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

**GLC 302L Course Description**

Language lab that provides focused study of intersectionality as it pertains to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

*NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as “we” and “you,” or rely on specialized jargon, vague phrases, or clichés.*

### Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 302L	Intersectionality Lab	Co-req to GLC 300 concurrently if Global Language Culture major

### Registration Restrictions

N/A
-----

## Section 2. Review of Course

### 2.1. Will this be a unique or common course (place an "X" in the appropriate box)?

**Unique Course**

*If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.*

Prefix & No.	Course Title	Credits
SOC 483	Sociology of Gender Roles	3
SPCM 370	Communication/Social Identity	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

While SOC 483 does look at the cultural differences associated with a social grouping, the specific focus is on gender roles, and though SPCM 370 does look at more varied social identities in examining influences associated with behaviors and communication, GLC 302 provides a more comprehensive view of social groupings and their interconnectedness. GLC 302 also explores social, economic, and political ramifications of this interconnectedness. There is no equivalent to the proposed GLC 302L courses.

**Common Course**      *Indicate universities that are proposing this common course:*

BHSU     DSU     NSU     SDSMT     SDSU     USD

## Section 3. Other Course Information

### 3.1. Are there instructional staffing impacts?

**No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.







**SOUTH DAKOTA BOARD OF REGENTS  
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**New Course Request**

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU	<b>College of Arts and Sciences /Languages, Literature, and Communication Studies</b>
<b>Institution</b>	<b>Division/Department</b>
<i>Michael Werous</i>	12/8/2020
<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Course Title and Description**

*If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.*

Prefix & No.	Course Title	Credits
GLC 303	Cinema in International Contexts	3
GLC 303L	Cinema in International Contexts Lab	1

*NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.*

**GLC 303 Course Description**

An examination of critical films and digital theatre across international borders. Students will develop media literacy skills with a global perspective, analyzing diverse global cinematic traditions. Particular attention will be paid to the cultural, political, and economic forces that impact cinematic and theatrical production, distribution, and consumption. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

**GLC 303L Course Description**

Language lab that provides focused study of cinema in international contexts as it pertains to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

*NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.*

### Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 303L	Cinema in International Contexts Lab	Co-req to GLC 300 concurrently if Global Language Culture major

### Registration Restrictions

N/A
-----

## Section 2. Review of Course

### 2.1. Will this be a unique or common course (place an "X" in the appropriate box)?

**Unique Course**

*If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.*

Prefix & No.	Course Title	Credits
GLST 435	Global Film	3
THEA 305	World Cinema: Film and Culture	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

GLST 435 explores the relationship between global films, culture, and historical experience, and THEA 305 adopts a comparative approach of perspectives on global cinema and American cinema. Conversely, GLC 303 examines international perspectives and traditions of global cinema and digital theatre with a focus on how outside forces (cultural, political, and economic) impact their production, distribution, and viewing. There is no equivalent to the proposed GLC 303L courses.

**Common Course**      *Indicate universities that are proposing this common course:*

BHSU     DSU     NSU     SDSMT     SDSU     USD

## Section 3. Other Course Information

### 3.1. Are there instructional staffing impacts?

**No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.







**SOUTH DAKOTA BOARD OF REGENTS  
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**New Course Request**

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

<u>NSU</u>	<u>College of Arts and Sciences /Languages, Literature, and Communication Studies</u>
<b>Institution</b>	<b>Division/Department</b>
<i>Michael Weros</i>	
<b>Institutional Approval Signature</b>	<u>12/8/2020</u> <b>Date</b>

**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 304	Ethnic Conflict and Nationalism	3
GLC 304L	Ethnic Conflict and Nationalism Lab	1

*NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.*

**GLC 304 Course Description**

Explores competing definitions of nationalism and ethnic politics, focusing on comparative analysis in a global context and examining strategies employed by governments to manage ethnic tension. Students will analyze various resources related to nationalism, nationalist movements, and ethnic politics and consider nationalist and ethnic movements in a variety of contexts in developed and developing countries. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

**GLC 304L Course Description**

Language lab that provides focused study of ethnic conflict and nationalism as they pertain to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

*NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.*

**Pre-requisites or Co-requisites (add lines as needed)**

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 604L	Ethnic Conflict and Nationalism Lab	Co-req to GLC 300 concurrently if Global Language Culture major

**Registration Restrictions**

N/A
-----

**Section 2. Review of Course**

**2.1. Will this be a unique or common course (place an “X” in the appropriate box)?**

**Unique Course**

*If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.*

Prefix & No.	Course Title	Credits
POLS 141	Governments of the World	3
GLST 480	Ethics of Globalization	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

While POLS 141 focuses on international political philosophy and governmental systems, and GLST 480 is centered on examining ethics and moral philosophical foundations of globalization theory, GLC 304 explores national identity and ethnic politics in a global context, including the practices and strategies of governmental management of ethnic tension. There is no equivalent to the proposed GLC 304L courses

**Common Course**      *Indicate universities that are proposing this common course:*

BHSU     DSU     NSU     SDSMT     SDSU     USD

**Section 3. Other Course Information**

**3.1. Are there instructional staffing impacts?**

**No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty’s regular workload, with course rotations managed accordingly.

**3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):**

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

**3.3. Proposed instructional method by university (as defined by AAC Guideline 5.4):**

*If requesting an instructional method that is exempt from Section Size Guidelines, please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.*

GLC 304 – D (Discussion/Recitation)

GLC 304L – L (Laboratory)

**3.4. Proposed delivery method by university (as defined by AAC Guideline 5.5):**

N01 - Face-to-Face (GLC 304 and GLC 304L)

**N15 – Internet Asynchronous – Term Based Instruction (GLC 304 only)**

**3.5. Term change will be effective:**

Fall 2021

**3.6. Can students repeat the course for additional credit?**

GLC 304  Yes, total credit limit:  No

GLC 304L  Yes, total credit limit: 3 (each in a different language)  No

**3.7. Will grade for this course be limited to S/U (pass/fail)?**

Yes  No

**3.8. Will section enrollment be capped?**

Yes, max per section: 30  No

**3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?**

Yes  No

**3.10. Is this prefix approved for your university?**

Yes  No

*If no, provide a brief justification below:*

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.





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

**New Course Request**

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

<u>NSU</u>	<u>College of Arts and Sciences / Department of Languages, Literature, and Communication Studies</u>
<b>Institution</b>	<b>Division/Department</b>
<i>Michael Weroux</i>	<u>12/8/2020</u>
<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 305	Comedy, Humor, and Culture	3
GLC 305L	Comedy, Humor, and Culture Lab	1

*NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.*

**GLC 305 Course Description**

Examines cultural traditions of humor, including stances on appropriate and inappropriate material, cultural histories of humor, and traditional media for transmitting comedic material. Students will consider cross-cultural transmission, analyzing the successful melding of comedic styles as well as the volatile clashes of comedic traditions. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

**GLC 305L Course Description**

Language lab that provides focused study of comedy, humor, and culture as it pertains to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

*NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.*

**Pre-requisites or Co-requisites (add lines as needed)**

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 305L	Comedy, Humor, and Culture Lab	Co-req to GLC 300 concurrently if Global Language Culture major

**Registration Restrictions**

N/A
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**Section 2. Review of Course****2.1. Will this be a unique or common course (place an “X” in the appropriate box)?** **Unique Course**

*If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.*

Prefix & No.	Course Title	Credits
SPCM 470	Intercultural Communication	3
ENGL 350	Humor in American Culture	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

SPCM 470 looks at theories and characteristics of intercultural communication, with inclusion of creative communication, and ENGL 350 focuses entirely on American literary humor. Exploring and often challenging the belief that humor is universal, GLC 305 provides a comprehensive exploration of humor on a global scale, looking at cultural traditions of humor and cross-cultural transmission of comedic style and acceptance. There is no equivalent to the proposed GLC 305L courses.

 **Common Course**      *Indicate universities that are proposing this common course:*

BHSU       DSU       NSU       SDSMT       SDSU       USD

**Section 3. Other Course Information****3.1. Are there instructional staffing impacts?** **No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty’s regular workload, with course rotations managed accordingly.



