

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**REVISED**  
**AGENDA ITEM: 7 – A (2)**

**DATE: June 27-29, 2017**

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**SUBJECT: New Certificate: SDSU Undergraduate Certificate in Workplace Intercultural Competence**

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Workplace Intercultural Competence. The certificate will provide students with competency in management of diverse workplaces in a variety of settings including business, construction, and agriculture. This certificate is designed to appeal to individuals who require additional training related to intercultural communication and non-English languages. The certificate is a response to changing demographics in the workplace and society within South Dakota. The certificate consists of 14-15 credit hours and utilizes existing courses.

SDSU is requesting authorization to offer the program on campus.

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**DRAFT MOTION 20170627\_7-A(2):** I move to approve SDSU’s undergraduate certificate in Workplace Intercultural Competence as described in Attachment I.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

<b>UNIVERSITY:</b>	<b>SDSU</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Workplace Intercultural Competence</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>8/15/2017</b>
<b>PROPOSED CIP CODE:</b>	<b>30.2301</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Modern Languages &amp; Global Studies</b>
<b>UNIVERSITY DIVISION:</b>	<b>Arts &amp; Sciences</b>

#### University Approval

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

\_\_\_\_\_  
Institutional Approval Signature

*President or Chief Academic Officer of the University*

\_\_\_\_\_  
5/9/2017

Date

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

Undergraduate Certificate  Graduate Certificate

- 2. What is the nature/purpose of the proposed certificate?**

The Workplace Intercultural Competence Certificate prepares graduates with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. Students will gain a basic understanding of the challenges of second-language acquisition and intercultural communication, and will acquire and hone the skills required to work in a diversity-rich setting and engage in intercultural communication. Students will also be introduced to basic theories and research regarding communication between cultures.

- 3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.**

Based on input from several South Dakota based industries (e.g., Tyson, Bel Brands, Hilltop Dairy) with highly diverse workforces, faculty and administrators from the Colleges of Agriculture & Biological Sciences and Arts & Sciences designed the proposed Workplace Intercultural Competence certificate. Such diverse organizations face unique human resources challenges that require knowledge and skills in language and intercultural competence to prepare

future workers in such settings to be able to bridge cultural differences and identify commonalities in values, expectations, beliefs and practices.

Although the South Dakota Department of Labor does not maintain statistics on the internationalization of the state's workforce by immigrants specifically, a variety of non-profits provide reliable data that verifies the increases in the number of immigrants seen by Tyson and other industries. This increase is seen not only among agricultural and meat-processing workers, but also among business owners and STEM professionals. Although South Dakota still has fewer immigrants than most states, with 3% of the population born abroad versus the national average of 13%, the state's growth rate in the immigrant population has exceeded that of the national average. Between 2010 and 2014, South Dakota saw 9.4% growth in the immigrant population, compared to 5.8% growth nationally, according to the Partnership For a New American Economy, a non-profit group headed by Michael Bloomberg, Rupert Murdoch, and other mayors and business leaders. From 1990-2010, the number of U.S.-born unskilled workers in South Dakota dropped by 25,874, and many of those jobs are now being filled by foreign-born workers.<sup>1</sup> In the areas of agriculture, administrative positions, and manufacturing, the percentage of immigrants working is greater than the national ratio in those fields, according to a 2015 Pew Research study.<sup>2</sup>

Furthermore, South Dakota's immigrant population is not engaged only in unskilled labor. According to the Partnership report, two out of every five STEM graduates (42%) at the state's most intensive research institutions were foreign-born in 2013, while the state itself is near the bottom in STEM scientists and engineers (43rd in the nation).<sup>3</sup> Since skilled jobs are being added at a much faster rate than unskilled positions, South Dakota is likely to continue to need to recruit skilled STEM workers from out of the state and the country, and in the fields of health, education, and scientific professional services, the ratio of foreign-born workers in the state exceeds the national average in those fields, according to 2015 Pew Research study.

The growing presence of immigrants in the workforce is confirmed by the U.S. Bureau of Labor Statistics, which projects growth in all ethnic and racial categories between 2010 and 2060 in the workforce, due to an aging baby-boomer generation. Currently 16.5% of the national labor force is foreign born, up from 14.8% in 2005.<sup>4</sup>

As a result of increases in foreign-born skilled and unskilled workers, academic work on intercultural competence in the workplace has risen and studies increasingly point to intercultural competence as one of the common traits of the most productive companies and business teams.<sup>5</sup> Chambers of commerce in both the U.S. and Europe are increasingly launching policy initiatives to improve intercultural integration in workplaces in both large and small cities.<sup>6</sup> Locally,

<sup>1</sup> <http://www.newamericaneconomy.org/wp-content/uploads/2017/02/nae-sd-report.pdf>

<http://www.argusleader.com/story/news/2016/08/04/report-immigration-boosts-sd-economy/88054292/>

<sup>2</sup> <http://www.pewtrusts.org/en/multimedia/data-visualizations/2015/immigrant-employment-by-state-and-industry>

<sup>3</sup> <http://www.newamericaneconomy.org/wp-content/uploads/2017/02/nae-sd-report.pdf>

<sup>4</sup> <https://www.bls.gov/news.release/pdf/forbrn.pdf>

<https://www.bls.gov/spotlight/2016/a-look-at-the-future-of-the-us-labor-force-to-2060/home.htm>

<https://www.bls.gov/opub/mlr/2016/article/pdf/labor-market-will-shape-us-economy-in-years-to-come.pdf>

<sup>5</sup> <http://www.sciencedirect.com/science/article/pii/S0147176795000437>

Waldeck, Jennifer et al. "Communication in a Changing World: Contemporary Perspectives on Business Communication Competence." *Journal of Education for Business* 87: (2012) 230-24.

<http://eds.b.ebscohost.com/excelsior.sdstate.edu/eds/pdfviewer/pdfviewer?vid=2&sid=d227af09-2c0f-41b4-bf51-8be5942cfd82@sessionmgr101&hid=119>

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

<sup>6</sup> <http://britishchamber.be/event/training-intercultural-competence-working-across-borders-and-cultures>

<http://www.cityofdubuque.org/DocumentCenter/Home/View/3623>

however, this certificate was developed after conversations with industry partners indicated that the graduates they were hiring, although knowledgeable in animal and dairy sciences, lacked the intercultural competence needed to thrive in a diverse workplace. As such, our goal was to create a certificate that would allow these students an efficient route to acquire these skills while pursuing their chosen B.S. In addition to these targeted students, this certificate will provide students in any discipline the necessary knowledge and skills to succeed in a diverse and multicultural workforce.

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

The main undergraduate audiences for this certificate program will be students in the following majors: Agricultural Business, Animal Science, Economics - Business Economics Specialization, Entrepreneurial Studies, Construction, Dairy Manufacturing, Dairy Production, Food Science, Hospitality Management, and Operations Management. However, the certificate will be open to any undergraduate student.

Regional employers in the food processing industry have also expressed interest in the skills developed within the certificate; the certificate is designed as a standalone credential that responds to these industry demands. SDSU intends to work with these industry partners to market the certificate to appropriate floor-level managers. This effort will involve cooperation between the Colleges of Agriculture and Biological Sciences, Arts and Sciences, and Engineering.

**5. 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):<sup>7</sup>**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
FREN, GER, or SPAN	101	Beginning French/German/Spanish I	4	No
FREN, GER, or SPAN	102	Beginning French/German/Spanish II	4	No
SPCM	470	Intercultural Communication	3	No
Elective course		(see list below*)	3-4	No
Subtotal			14-15	

\*Select 1 management elective course from the following:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AGEC	371	Agricultural Business Management	3	No
AS	445-445L	Value-Added Meat Products & Lab	3	No
AS	474-474L	Cow/Calf Management and Lab	4	No
AS	475	Feedlot Operations and Management	3	No
AS	478-478L	Swine Production and Lab	3	No
BADM	101	Survey of Business	3	No

[http://www.gaccmidwest.org/fileadmin/ahk\\_chicago/ChamberBrief/ChamberBrief\\_January\\_2011.pdf](http://www.gaccmidwest.org/fileadmin/ahk_chicago/ChamberBrief/ChamberBrief_January_2011.pdf)

<http://www.goethe.de/ges/spa/prj/sog/fst/pl9483238.htm>

<sup>7</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

BADM/MGMT	360	Organization and Management	3	No
CM	400	Risk Management and Construction Safety	3	No
DS	421-421L	Dairy Plant Management and Lab	4	No
DS	481-481L	Dairy Farm Operations II and Lab	4	No
GE	469	Project Management	3	No
HMG	171	Introduction to Hospitality Management	3	No
HMG	472	Hospitality Facilities Management and Design	3	No
HRM <sup>8</sup>	460	Human Resource Management	3	No
OM	462	Quality Management	3	No
OM	463	Supply Chain Management	3	No

Note on credit hour deviation: The credit hour total exceeds 12 credits only because the beginning language classes are 4-credit courses. However, courses required for the certificate remain within the standard 3-4 total courses for certificates. Some of the elective options have prerequisite courses that would increase the number of credits needed for completion; however, it is likely those electives would be completed by students in majors in which they would already be taking the prerequisites. In addition, multiple pathways exist for students taking the certificate as a standalone credential to complete the program in 14 credit hours.

## 6. Student Outcome and Demonstration of Individual Achievement.<sup>9</sup>

### A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Students will demonstrate knowledge and competency in a second language, workplace management, and ability to understand and adapt to cultural differences.

### B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

Students will be able to:

1. Identify the basic challenges of second-language acquisition.
2. Demonstrate novice-high competency in a second language; according to the American Council on the Teaching of Foreign Languages, this means that students can sometimes but not consistently maintain simple conversation and can communicate via a combination of learned utterances and spontaneous language mostly in the present tense.
3. Demonstrate an understanding of cultural frames by comparing and contrasting aspects of a non-U.S. culture with U.S. culture.
4. Identify and apply basic theories of intercultural praxis: Through dialogue and reflection, demonstrate an inquiry into cultural contexts; awareness of one's own cultural frame of reference; and consideration of one's own geographical, sociopolitical and historical relation to knowledge.
5. Demonstrate an ability to appropriately adapt behavior to cultural differences.
6. Demonstrate competency in workplace management.

<sup>8</sup> Currently BADM 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

<sup>9</sup> Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

**7. On-line and Off-campus Delivery.**<sup>10</sup>

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

	<b>Yes/No</b>	<b><i>If Yes, list location(s), including the physical address</i></b>	<b><i>Intended Start Date</i></b>
<b>Off-campus</b>	No		

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods</i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery</b>	No		

- 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)?**

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods</i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery</b>	Yes		8/15/2017
<b>Delivery Method (if applicable)</b>		Online	

<sup>10</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

**Appendix A**  
**Workplace Intercultural Competence Certificate – Student Learning Outcomes**

Individual Student Outcomes	Program Courses that Address the Outcomes			
	FREN-GER-SPAN 101	FREN-GER-SPAN 102	SPCM 470	MGMT ELECTIVE
Identify the basic challenges of second-language acquisition.	X	X		
Demonstrate novice-high competency in a second language; according to the American Council on the Teaching of Foreign Languages, this means that students can sometimes but not consistently maintain simple conversation and can communicate via a combination of learned utterances and spontaneous language mostly in the present tense.	X	X		
Demonstrate an understanding of cultural frames by comparing and contrasting aspects of a non-U.S. culture with U.S. culture.	X	X	X	
Identify and apply basic theories of intercultural praxis: Through dialogue and reflection, demonstrate an inquiry into cultural contexts; awareness of one’s own cultural frame of reference; and consideration of one’s own geographical, sociopolitical and historical relation to knowledge.			X	
Demonstrate an ability to appropriately adapt behavior to cultural differences.	X	X	X	
Demonstrate competency in workplace management.				X