



ACADEMIC AFFAIRS GUIDELINES

Section 2.3	Academic Program Policies	
Title:	Collaborative German Program Administration Guidelines	
Number (Current Format)	Number (Prior Format)	Date Last Revised
2.3.2.6.B(1)	2.19.A	02/2021
Reference:	AAC Guideline 2.3.2.6.A – Collaborative and Joint Programs	
Related Form(s):		

1. Collaborative Purpose

The ability to maintain a vibrant set of German degree program options for students in South Dakota continues to be of critical interest to the South Dakota Board of Regents (SDBOR). As a result, the SDBOR has established a framework within both policy and guidelines to encourage institutions to identify collaborative opportunities that will allow for the sharing of faculty resources, expertise and infrastructure to improve efficiencies and reduce unnecessary duplication. Specifically [Program Productivity](#)¹ and [Section Size](#)² policies and guidelines have created exemptions to foster an environment for faculty across institutions to collaborate on common degree programs. Within this context, the purpose of the Collaborative German Program is to provide a framework for the common delivery of German programs (both face-to-face and via distance) by South Dakota State University and the University of South Dakota.

2. Partners & Institutional Leads

- 2.1. Participating Institutions: South Dakota State University and the University of South Dakota.
- 2.2. Each participating institution will identify a designated institutional representative appointed by the Chief Academic Affairs Officer who will be responsible for coordinating activities with other partner institutions pursuant to the terms of this agreement.
- 2.3. Changes to the agreement may be made from time-to-time and must be agreed upon by a majority of designated institutional representatives.

3. Common Assessment Structure

3.1. Common Cross Cutting Skills

- 3.1.1. [BOR Policy 2.3.9](#) – Assessment specifies that all degree programs within the Regental system will draw from a common set of cross cutting skills that will be assessed each

¹ Section 5.2.2.3 of the Program Productivity Review Guidelines establishes that degree programs flagged for review may explore options for degree program consolidation. When this coordination occurs and institutions can provide “Evidence that multi-institution collaboration will meet graduate production thresholds,” benchmarks can be achieved by the sum of all graduates at the participating institutions.

² Section 2.6 of current AAC Section Size Guidelines established that “Collaborative courses with a selected instructional method code that result from a shared program agreement among Regental institutions shall be excluded.”

year. Faculty shall select up to five of the approved cross-cutting skills and develop learning outcomes specific to their program that align with the common definitions outlined in BOR policy.

3.1.2. The participating institutions in the collaborative will assess a common set of cross cutting skills to ensure greater coordination across the courses delivered to students in the program. The designated cross cutting skills include:

3.1.2.1. *Intercultural Knowledge:* Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

3.1.2.2. *Diversity, Equity & Inclusion:* The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.

3.1.2.3. *Critical & Creative Thinking:* A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

3.1.2.4. *Inquiry and Analysis:* A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

3.1.2.5. *Information Literacy:* The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.

3.1.3. Participating institutions shall have the flexibility to identify and assess additional cross cutting skills that align with institutional priorities, but deviation from the five skills outlined in 3.1.2 of this agreement must be approved by the participating members of the consortium.

3.1.4. Participating institutions agree to develop similar learning outcomes that align with each of the approved cross cutting skills, and maintain rubrics that evaluate student competency on three general levels.

3.1.4.1. SDSU – Introduce, Reinforce, Master

3.1.4.2. USD – Introduce, Milestone, Capstone

3.2. Individual Program Assessment

3.2.1. Participating institutions agree to assess student language knowledge at midlevel and through a capstone exit examination for all students. These institutional assessments must include:

3.2.1.1. *Intercultural Development Inventory (IDI):* By the start of the Fall 2020 term, all institutions will implement the IDI at midlevel and as a part of the capstone experience for all students.

3.2.1.2. Oral Proficiency Interview: Beginning with the Fall 2018 term the Oral Proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) will be used at the conclusion of the GER 310 course, an upon graduation. External evaluators at Language Testing International (LTI) shall be used when assessing student proficiency on this measure. For GER 310, students are expected to fall in the intermediate range (specifically intermediate mid or high). Upon graduation, students are expected to achieve intermediate, high or advanced low. Prior to the implementation of GER 310, all institutions will select a 300-level course in which to administer the OPIc.

3.2.2. Each measure will be assessed by, a nationally recognized standards body/organization (the IDI and ACTFL/LTI) and include a written assessment as a component of the exit examination.

4. Curriculum

4.1. A common curriculum will be used by participating institutions that includes a core and elective options for students to achieve a consistent 37 credit hour degree program (see appendix A). Additional college or university requirements beyond the 37 core and electives may be allowed to not exceed 43 credit hours, and will not be a feature of the collaborative course sharing.

4.2. The core curriculum shall include:

4.2.1. GER 102 – Introductory German II

4.2.2. GER 201 – Intermediate German I

4.2.3. GER 202 – Intermediate German II

4.2.4. GER 310 – Practical German Language Skills

4.2.5. GER Capstone – GER 455 or GLST 489

4.3. In addition to the common core curriculum to be completed by all students, an additional 21 credit hours of electives shall be completed across each of the two content areas:

4.3.1. Language and Professional Skills

4.3.2. Literature/Culture/Civilization

4.4. Shared Curriculum Matrix

4.4.1. Beginning with the Spring 2019 term a five year shared curriculum matrix will be developed by the institutional leads which will identify the campuses responsible for the delivery of both core and elective course requirements for the program (see appendix B).

4.4.2. The rotation will include the delivery of courses offered during the Fall and Spring term, and ensure equal distribution of course offerings across institutions that also ensures that students may successfully complete the degree requirements online in a timely fashion.

5. Textbook & Instructional Resources

5.1. Consistent with BOR Policy 1.6.1 – Academic Freedom and Responsibility Institutional faculty are given academic freedom to select textbook and instructional materials they deem appropriate for the upper division coursework delivered through the consortium.

5.2. Faculty from each institution teaching 100 and 200 level course required in the core curriculum will utilize a common set of textbooks and instructional materials. These instructional resources will be selected by a team of faculty with representation from each institution.

- 5.2.1. Once selected, an instructional resource committee will be tasked with routinely evaluating the viability of the resources for meeting established learning outcomes and/or cross cutting skills.
- 5.2.2. This committee will be tasked with identifying additional or new resources in the future if the need arises.

6. Funding Model

- 6.1. Tuition revenue generated by the institution offering the course will remain with that institution.
- 6.2. Students pursuing the completion of the German degree at a main campus location, will be assessed the on-campus rate.
- 6.3. Students not enrolled in coursework at a main campus location will be assessed the established off-campus rate approved by the SDBOR.

SOURCE:

AAC November 2018; February 2021 (Clerical).

German (B.A.)

37 Major Hours, 120 Degree Hours³

Departmental Requirements (16 hours)

Complete all of the following courses (13 hours)

- GER 102 - Introductory German II (C) [SGR #4, G]
- GER 201 - Intermediate German I (C) [SGR #4, G]
- GER 202 - Intermediate German II (C) [SGR #4, G]
- GER 310 - Practical German Language Skills (C)

GER Capstone—select one of the following (3 hours):

- GER 455 – German Film
- GLST 489 — Intercultural Competency

Elective Requirements (21 hours)

Select at least 21 credits of upper-division credits. The following is a suggested sequence. All majors are required to select at least one course from each of the categories below. Majors are also strongly encouraged to study abroad in a German-speaking country. GER 420 does not count towards the major).

Language and Professional Skills electives

- GER 330 – Reading and Writing for Communication
- GER 410 – Focus on German Grammar
- GER 350 – German for Commerce
- GER 302 – Translating German (no repeats)
- GER 360 – German for STEM
- GER 492 – Topics (when topic is advanced language or professional skills)
- GER 494 – Internship
- GER 496 – Field Experience

Literature, Culture, and Civilization electives

- GER 380 - Deutschland Heute (C)
- GER 433 - German Civilization I (C)
- GER 434 - German Civilization II (C)
- GER 453 - Survey of German Literature I (C)

³ SDSU students in this major must also complete **requirements for a degree in the College of Arts, Humanities & Social Sciences.**

- GER 454 - Survey of German Literature II (C)
- GER 492 - Topics (when topic is literature, culture, and/or civilization)

Note: Students with a broad background in German may earn credit by examination for introductory and intermediate level courses. Contact the Department for details.

Recommended Additional Coursework:⁴

⁴ Credit and grades earned at our partner universities will count toward fulfilling the requirements set for the Major.

Approved Course Rotation for Online & On-Campus Courses

Online		FA2019	SP2020	FA2020	SP2021	FA2021	SP2022	FA2022	SP2023
USD			GER330		GER330		GER330		GER330
			GER202		GER202	GER 380	GER202		GER202
		GER380		GER380		GER455		GER380	
SDSU		GER101	GER410	GER101	GER350	GER101	GER410	GER101	GER350
		GER310		GER310	GER455	GER310		GER310	GER 410
On Campus		FA2019	SP2020	FA2020	SP2021	FA2021	SP2022	FA2022	SP2023
USD		GER101	GER102	GER101	GER102	GER101	GER102	GER101	GER102
		GER201	GER202	GER201	GER202	GER201	(GER202)	GER201	GER202
			GER520		GER492		GER520		GER492
SDSU		GER 101	GER102	GER101	GER102	GER101	GER102	GER101	GER102
		GER 201	GER202	GER201	GER202	GER201	GER202	GER201	GER202
			GER492 Novella	GER312	GER492 Fairytale	GER454	GER492 New	GER492 Novella	GER312