



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

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

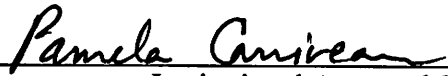
UNIVERSITY:	Black Hills State University Dakota State University Northern State University South Dakota School of Mines & Technology South Dakota State University University of South Dakota
TITLE OF PROPOSED CERTIFICATE:	Certificate in American Civic Traditions
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	45.1002
UNIVERSITY DEPARTMENT:	Math/Social Sciences
BANNER DEPARTMENT CODE:	BSMS
UNIVERSITY DIVISION:	College of Liberal Arts
BANNER DIVISION CODE:	6A

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



Institutional Approval Signature
President or Chief Academic Officer of the University

Click here to enter a


Date

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

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

Undergraduate Certificate ☒

Graduate Certificate ☐

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

Contemporary issues of social, political, cultural, and community importance require American citizens equipped for civic engagement. This four-course certificate prepares students with the foundational knowledge to understand current debates through the lens of history, political structures, and differing perspectives so as to cultivate an educated and engaged citizenry.

This proposed certificate from the American Traditions Workgroup is collaborative. It may be taken at any SDBOR university. Five universities are approved to offer all four courses that comprise the certificate, and all four courses are readily available online. SDSMT does not offer one of the courses (POLS210), but the course is offered online by all other SDBOR universities, and therefore students at Mines may still complete the certificate.

3. **If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

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

BHSU: [SDCL § 13-59](#) [BOR Policy 1:10:4](#)

DSU: [SDCL § 13-59](#) [BOR Policy 1:10:5](#)

NSU: [SDCL § 13-59](#) [BOR Policy 1:10:6](#)

SDSMT: [SDCL § 13-60](#) [BOR Policy 1:10:3](#)

SDSU: [SDCL § 13-58](#) [BOR Policy 1:10:2](#)

USD: [SDCL § 13-57](#) [BOR Policy 1:10:1](#)

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

Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota offer majors in related fields to the proposed certificate. Two universities offer no major in a related field: Dakota State University and South Dakota School of Mines and Technology. While history, government, and political science are not programs aligned with the explicit mission of either university, the certificate program is aligned with the interests of the state and the strategic plan for the Board of Regents, and therefore both universities should be eligible to offer the certificate.

The state of South Dakota continues to support civic engagement through their legislative branch. In 2021, the state legislature granted the SD Department of Education \$900,000 to develop the South Dakota Civics and History Initiative to strengthen civics and history education for elementary and secondary students^[1]. In the same year, the governor called on the Board of

^[1] South Dakota Department of Education. Strengthening civics and history in South Dakota K-12 education. Retrieved from <https://doe.sd.gov/civics/>

Regents to cultivate “a profound love of our country and a realistic picture of its virtues and challenges”^[2] across the six Regental public universities in the state.

The Board of Regents’ 5-year strategic plan, as currently in development, supports creation of programs in civics with an eye to governance and workforce development. Goal 1, on governance, reads, “The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in postsecondary public education policy, resource utilization and overall Regental effectiveness.” The Regents share the legislature’s interest in civics education, and a collaborative program across all six universities is a smart use of resources. Goal 4, on workforce and economic development, calls for increased partnerships that prepare students for the workforce with skills that enhance the state’s long-term economy. As local government is the top employer within the state, and state and federal government rank in the top six largest employers, preparing students with the skills to understand, advocate, and inform lawmaking is directly aligned to the Board of Regents’ strategic plan.

This certificate will be offered online with collaboration across the universities. There will be *no increase costs* to any of the campuses, and therefore, the recommendation is to allow each university to offer this certificate with the current resources utilized in the Regental system.

- 4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.***

The 2021 Program Demand Gap Analysis conducted by Emsi for the South Dakota Board of Regents identified 15 top industry subsectors for jobs in South Dakota. Local Government, the highest subsector, supports more jobs than any other in South Dakota and is expected to remain the top employer in the state over the next decade.

Within the remaining 14 top subsectors, Federal Government (#4) and State Government (#6) also employ a significant number of South Dakota workers. Few of these workers serve as state representatives or senators, but all are directly impacted by the actions of the legislature. The proposed Certificate in American Civic Traditions will better equip future teachers, law enforcement officers, social workers, county officials, civil engineers, and other government workers to participate in advocacy and lawmaking for their profession.

More, all American citizens have the right and responsibility to participate in the work of self-governance. Americans demonstrate civic engagement when they individually and collectively identify and address issues of public concern for the public good.¹ “When citizens are engaged, they can exchange ideas, invest in finding solutions, and employ civilized discourse to address the issues facing their communities.”² Civic engagement may be measured by behaviors including voter turnout, volunteerism, community engagement, citizen advocacy, and holding

^[2] South Dakota State News. Governor Noem asks Board of Regents to preserve honest, patriotic education. Retrieved from <https://news.sd.gov/newsitem.aspx?id=28101>

¹ American Psychological Association. Civic engagement. Retrieved from <https://www.apa.org/education-career/undergrad/civic-engagement>

² The Policy Circle. Civic engagement. Retrieved from <https://www.thepolicycircle.org/brief/whats-whys-civic-engagement/>

an appointed or elected office. Unfortunately, national indicators suggest there is cause for concern regarding the state of civic engagement in the US. A 2019 study conducted by the Pew Research Center found that many Americans distrust the government, distrust each other, and believe that distrust prevents the country from solving key problems³. Less than 30% of Americans believe members of an opposing political party have the best interest of the country in mind.⁴ National confidence in major US institutions (i.e., Congress, media, public schools, medical system, military, churches, banks) have decreased since 2020⁵. Voter participation, the best indicator of civic and political engagement, is lower in the US (65%) than the international average (68%)⁶. Retention of K-12 civics education content is lackluster; 41% of Americans sampled in a study by the Annenberg Public Policy Center⁷ were unable to recall the names of all three branches of government, though there was a positive association between civics education and retained civics knowledge as an adult. Only 38% of respondents had taken a college course on the US system of government. Only a third of colleges and universities include civic skills within their undergraduate learning outcomes.⁸

Some evidence suggests South Dakotans are more committed to civic engagement than others across the country. In the 2020 election, 73.9% of eligible voters in South Dakota cast their ballot.⁹ South Dakota ranks second highest in the country for the percentage of citizens who volunteer.¹⁰ South Dakota high school students score in the top 20% of U.S. Government AP exams.¹¹ However, South Dakotans echo national concerns; more than 65% of respondents to a 2021 survey indicated dissatisfaction with how democracy is working in the US.¹²

While there are a number of academic options across the Regental system for students interested in majoring in political science or history, there are no current certificate-level options for students who desire a transcribed credential in civics. Packaging four targeted, existing courses on American History and the U.S. governmental system, all offered online and onsite, will ensure an accessible pathway to meet students' needs. When taken together, the four courses will be a value-add to all majors that prepares students with the foundational content knowledge and habits of mind required for effective civic engagement for the common good.

³ Pew Research Center. Trust and distrust in America. Retrieved from <https://www.pewresearch.org/politics/2019/07/22/trust-and-distrust-in-america/>

⁴ Baker Center for Leadership & Governance. 2018 American institutional confidence poll. Retrieved from <http://bakercenter.wideeyeclient.com/aicpoll/>

⁵ Brennan, M. (2021) Americans' confidence in major U.S. institutions dips. Gallup. Retrieved from <https://news.gallup.com/poll/352316/americans-confidence-major-institutions-dips.aspx>

⁶ OECD Better Life Index. Civic engagement. Retrieved from <https://www.oecdbetterlifeindex.org/topics/civic-engagement/>

⁷ American's Civic Knowledge Increases During a Stress-Filled Year. Annenberg Public Policy Center, University of Pennsylvania. Retrieved from <https://www.annenbergpublicpolicycenter.org/2021-annenberg-constitution-day-civics-survey/>

⁸ AAC&U (2022) On the same page? Administrator and faculty views on what shapes college learning and student success. Retrieved from https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/OntheSamePage_FINAL_2-15-22_pdftoprint.pdf

⁹ South Dakota Secretary of State. General election results. Retrieved from <https://electionresults.sd.gov/>

¹⁰ State Ranking by Volunteer Rate. Retrieved from <https://data.americorps.gov/Volunteering-and-Civic-Engagement/State-Ranking-by-Volunteer-Rate/qbmh-b8k5>

¹¹ Shapiro, S. & Brown, C. (2018). The state of civics education. Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED586237.pdf>

¹² Nordyke, S. (2021). Chiesman Center for Democracy and South Dakota News Watch statewide survey. Retrieved from <https://www.usd.edu/-/media/files/arts-and-sciences/political-science/sdnw-april-2021-survey-report.ashx?la=en>

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

The most likely enrollees of this 12-credit certificate are undergraduate students already attending an SDBOR university who wish to add the certificate for the dual purpose of meeting the elective requirements of their program of study while adding a credential documenting their knowledge of American government. Knowledge of American government is beneficial to all students. However, the credential may be particularly appropriate for preservice elementary and social studies teachers, as it will better prepare them for success on the social studies portion of the PRAXIS II test and bolster the education portion of their resumes. Students in majors that lead to work in and with government, and students interested in political science and history are also likely enrollees.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

While there is nothing preventing any person from applying to an SDBOR university to earn a certificate in American Civic Traditions, there is no direct relationship between the certificate and a specialized workforce demand beyond the fact that the majority of South Dakota workers are employed by local, state and federal government agencies.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes, this certificate is a value-added credential. Students enrolled in the following majors/programs may benefit most from the certificate:

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Agricultural Business					x	
Business Administration/ Business Management	x	x	x	x		x
Conservation/ Environmental Science/ Sustainability	x		x		x	x
Criminal Justice/Law Enforcement			x		x	x
Cyber Leadership and Intelligence: World Affairs		x				
Economics	x				x	x
Education	x	x	x		x	x
Government			x			

History	x		x		x	x
International/ Global Studies		x	x		x	x
Journalism/Media	x	x			x	x
Legal Studies/Pre-Law			x		x	
Military Science						x
Political Science	x				x	

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

While there is some overlap in the required courses for the certificate and for majors in history, political science, and education, this is not intended to be a stackable certificate.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.**

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
HIST	151	United States History I	None	3	No
HIST	152	United States History II	None	3	No
POLS	100	American Government	None	3	No
POLS	210	State & Local Government*	None	3	No
Subtotal				12	

*Not offered by South Dakota School of Mines & Technology

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Upon completion of the certificate program, students will:

1. Possess foundational knowledge of American history, government and politics.
 - a. Relate key facts of historical eras, events, documents, narratives and significant figures.
 - b. Explain the structures and roles of the American system of government at the local, state and national levels.
 - c. Explain foundational theories and concepts of American history and the American political structure.
 - d. Identify primary constitutional issues, including laws and court cases, and their relation to civil liberties and civil rights.
2. Analyze the extent and impact of individual, cultural and social differences in contemporary or historical contexts using appropriate disciplinary methods and concepts.
3. Understand contemporary issues through their historical and political origins.
 - a. Identify the events, timelines, key figures, narratives, laws, political environments and differing perspectives that led to contemporary issues.
 - b. Apply social- and political-science concepts to contemporary issues from different behavioral, cultural, institutional, temporal and geographical contexts.
4. Demonstrate the habits of mind necessary for effective civic engagement.
 - a. Identify, analyze and employ credible primary and secondary sources.
 - b. Critically analyze theories, arguments and points of view.
 - c. Communicate an informed position with clarity and logic, verbally and in writing.
 - d. Engage in respectful civil discourse on civic issues with multiple perspectives.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes 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)	Program Courses that Address the Outcomes			
	HIST151	HIST152	POLS100	POLS210
Possess foundational knowledge of American history, government and politics.	x	x	x	x
Analyze the extent and impact of individual, cultural and social differences in contemporary or historical contexts using appropriate disciplinary methods and concepts.	x	x	x	
Understand contemporary issues through their historical and political origins.	x	x	x	x
Demonstrate the habits of mind necessary for effective civic engagement.	x			x

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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