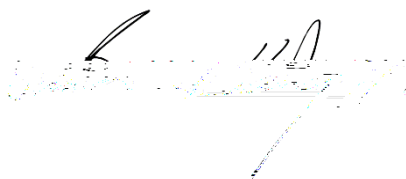

**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

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

A handwritten signature and initials are present in the lower center of the page. The signature is written in black ink and appears to be "L. J. ...". The initials "LJ" are written above the signature. There are some faint, colorful lines and marks around the signature, possibly from a scanner or a stylus.

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 (*reg'cp'ö'p'y g' appropriate box*)?

Undergraduate Certificate

Graduate Certificate

for elementary and secondary students^[1]. In the same year, the governor called on the Board of 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

the issues facing their communities.”² Civic engagement may be measured by behaviors including voter turnout, volunteerism, community engagement, citizen advocacy, and holding 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 (ie 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.

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

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		

	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		

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.*