



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

**New Certificate**

<b>UNIVERSITY:</b>	<b>SDSU</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Community Development</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>2018-2019 Academic Year</b>
<b>PROPOSED CIP CODE:</b>	<b>45.1101</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Sociology &amp; Rural Studies</b>
<b>UNIVERSITY DIVISION:</b>	<b>Arts, Humanities &amp; Social 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*

\_\_\_\_\_  
5/4/2018  
Date

**1. Is this a graduate-level certificate or undergraduate-level certificate?**

Undergraduate Certificate        Graduate Certificate   

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

The proposed certificate in Community Development will provide a grounding in the evidence-based practice of community development. Community development is a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, human rights, equality, economic opportunity, and social justice. This includes the organization, education, and empowerment of people within their communities. These may be communities based on locality, identity or interest, in urban and rural settings.<sup>1</sup> SDSU offers all of the courses within the M.S. in Sociology – Community Development Specialization. The Community Development program is delivered through the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). The master’s degree and graduate certificate are offered in collaboration with University of Nebraska - Lincoln, Kansas State University, Iowa State University, and North Dakota State University.

This program is intended for students already working in the field and is designed to provide them with access to cutting-edge practice and research, so they can improve their own practice. The program also includes components to assist students in connecting with existing networks and professional organizations to support their practice and to link them to new and emerging practices that may benefit their work.

<sup>1</sup> <https://www.gpidea.org/program/community-development>

**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.<sup>2</sup>**

In April 2017, the Great Plains IDEA Department Heads/Chairs and faculty met to approve the graduate certificate in Community Development. Integrating certificates into existing master’s programs is supported by the Great Plains IDEA leadership.

The proposed certificate will aid those already working in the field in securing more advanced positions. The field of community development is broadly defined to include employment in government, education, nonprofits, agencies and organization in the private sector, and those working in areas such as housing, economic development, business, health/wellness, local foods, and arts-related development. Employers now show a preference for graduate education related to the field of community development. More specifically, a graduate certificate in community development is ideal for professionals working in additional areas such as:

- Anti-poverty programs
- Applied sociology
- Community, regional and local planning departments
- Cooperative extension services
- Natural resource management
- Non-profit organizations focusing on community enhancement
- Parks and recreation
- Public administration
- Tribal programs

The U.S. Bureau of Labor Statistics anticipates job growth in fields where the master’s degree would be useful. However, most of the students seeking the graduate certificate are already employed and seeking advancement within their occupation.

<b>Occupation</b>	<b>National Growth Forecast</b>	<b>State Forecast</b>
Planners with master’s degrees* <sup>3</sup>	13%	6%
Social and community managers <sup>4</sup>	18%	8.1%
Health educators/ community health workers <sup>5</sup>	12.2%	10.4%
Training and development <sup>6</sup>	11%	7%
Environmental scientists and specialists <sup>7</sup>	12%	12.4%

\*The program is not accredited. The students mostly work in rural areas or in economic or community development.

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

<sup>2</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>3</sup> <https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm>

<sup>4</sup> <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

<sup>5</sup> <http://www.projectionscentral.com/Projections/LongTerm>

<sup>6</sup> <https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm>

<sup>7</sup> <https://www.bls.gov/careeroutlook/2005/fall/art04.pdf>

The primary intended audience will be people working in the field of community development who desire to improve their job prospects, strengthen opportunities for promotion, and/or improve current practice in the field. It is anticipated that students who are enrolled in Great Plains IDEA programs other than the M.S. in Sociology may choose to take this certificate as an add-on to their program. In addition, students who do not complete the M.S. in Sociology – Community Development Specialization may opt get the certificate.

**5. List the courses required for completion of the certificate in the table below:<sup>8</sup>**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CD	601	Organizing for Community Change	3	No
CD	605	CDI Principles and Strategies	3	No
CD Electives		(see list below)	6	No
Subtotal			12	

Select two courses from the following list. Credits: 6

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CD	600	Foundations of Community Development	3	No
CD	602	Community/Regional Economic Policy Analysis	3	No
CD	603	Community Natural Resource Management	3	No
CD	604	Community Analysis	3	No
CD	612	Housing and Development	3	No
CD	613	Introduction to Native Community Development	3	No
CD	624	Building Native Community Econ. Capacity	3	No
CD	626	Economic Development Strategy	3	No
CD	631	Evaluation of Organizations/Programs	3	No
CD	634	Native American Natural Resource Management	3	No
CD	635	Sustainable Communities	3	No
CD	637	Immigration and Communities	3	No
CD	638	Community and Regional Economic Analysis II	3	No
CD	641	Leadership for Change	3	No
CD	642	Grant Proposal Writing	3	No
CD	643	Nonprofit Management	3	No

**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? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.***

<sup>8</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.

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

Students will demonstrate knowledge and competency in critical thinking, ethical consideration, careful planning, and involvement of all stakeholders. The electives will allow students to pursue subtopics such as land development, housing, community economic strategies, immigrants in communities, and sustainable communities.

- a. 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. *Facilitate Communities/Community Action:*  
 Apply critical thinking skills to understanding and evaluating how communities work and take action, as well as to use, design and evaluate tools and strategies to assist communities in making change.
  - a. Values: working toward systemic change, transparency, nimble
2. *Promote broad-based decision making and action:*  
 Have a broad conceptual view of community and organizational decision-making processes and strategies and can identify, use, design, and evaluate tools and strategies for promoting broad-based decision making and action.
  - a. Values: inclusion, transparency, process
3. *Identify strategies to improve economic, social, cultural, and environmental conditions:*  
 Apply critical thinking skills to identifying, using, designing, and evaluating strategies to improve economic, social, cultural and environmental conditions.
  - a. Values: transdisciplinary, inclusion, process
4. *Apply a systemic holistic approach:*  
 Have a broad conceptual view of the need for communities to balance development among all the community capitals and identify, use, design, and evaluate strategies to assist communities and organizations in seeking balance.
  - a. Values: strategic readiness, nimble, transdisciplinary
5. *Appreciate the norms of behavior for the profession.*
  - a. Values: ethical practice

See Appendix A.

**7. Delivery Location.<sup>10</sup>**

- 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 on-line program)?**

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

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

<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.

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods<sup>11</sup></i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	Online	<b>2018-2019 Academic Year</b>

**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)? <sup>12</sup>**

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

100% of the Community Development certificate will be delivered online through the Great Plains IDEA program.

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<sup>11</sup> Delivery methods are defined in [AAC Guideline 5.5](#).

<sup>12</sup> This question responds to HLC definitions for distance delivery.

**Appendix A**  
**Community Development Certificate – Student Learning Outcomes**

Courses that address program outcomes

<b>Individual Student Outcome</b>	CD 600	CD 601*	CD 602	CD 603	CD 604	CD 605*	CD 612	CD 624	CD 626	CD 631	CD 634	CD 635	CD 637	CD 641	CD 642	CD 643
Facilitate Communities/Community Action: Apply critical thinking skills to understanding and evaluating how communities work and take action, as well as to use, design and evaluate tools and strategies to assist communities in making change.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Promote broad-based decision making and action: Have a broad conceptual view of community and organizational decision-making processes and strategies and can identify, use, design, and evaluate tools and strategies for promoting broad-based decision making and action.		x		x				x	x		x	x	x	x		x
Identify strategies to improve economic, social, cultural, and environmental conditions: Apply critical thinking skills to identifying, using, designing, and evaluating strategies to improve economic, social, cultural and environmental conditions.	x	x	x	x			x	x	x		x	x	x	x		x
Apply a systemic holistic approach: Have a broad conceptual view of the need for communities to balance development among all the community capitals and identify, use, design, and evaluate strategies to assist communities and organizations in seeking balance.	x	x	x	x		x	x	x	x	x	x	x	x	x		
Appreciate the norms of behavior for the profession.	x				x	x		x		x	x				x	x

\*required courses