



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

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Academic Advising
INTENDED DATE OF IMPLEMENTATION:	2020-2021 Academic Year
PROPOSED CIP CODE:	13.1102
UNIVERSITY DEPARTMENT:	Grad Study Counseling & Human Development
BANNER DEPARTMENT CODE:	SGHD
UNIVERSITY DIVISION:	Graduate School
BANNER DIVISION CODE:	3G

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

5/1/2020
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? Please include a brief (1-2 sentence) description of the academic field in this certificate.

The proposed graduate certificate in Academic Advising will provide a grounding in the foundational elements and essential competencies needed for effective advising practice. Academic advising is a practice-based profession intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources. The curriculum is aligned with the National Academic Advising Association (NACADA) Pillars of Academic Advising, which are guiding principles affirming the role of advising in higher education that anticipate the needs of 21st century students, academic advisors, and institutions. Topics will include student development theory,

multicultural issues, career development, interpersonal relations for advising, and current issues of academic advising.

The certificate is intended for students entering the field and for those experienced in the field. The program includes components to assist students in connecting with existing advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. SDSU currently offers a master's degree in Counseling and Human Resource Development with specializations in Administration of Student Affairs (M.Ed.) and College Counseling (M.S.). The existing specializations are offered at the SDSU main campus and at Black Hills State University - Rapid City. The proposed certificate will be offered as a stand-alone credential for those who already hold a master's degree from a regionally accredited institution or may be offered in combination with a specialization in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.).

SDSU does not request new state resources for the proposed certificate.

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

The Academic Advising Certificate supports the mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

The proposed program also supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020 and within South Dakota State University's Imagine 2023:

Goal 1 – Student Success

- Increase total graduate degrees awarded.
- Increase the number of certifications.

Goal 2 – Academic Quality and Performance

- Continue to approve new graduate programs.
- Grow the number of students participating in experiential learning.
- Develop and grow high-quality and distinct academic programs to meet the needs of diverse students and market demands.

Goal 3 – Cultivate and Strengthen Community Engagement

- Increase faculty and advisors' collaborations to strengthen onboarding and professional development programs for students in accord with the mission, vision, core values, and goals of the university.

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 proposed certificate will aid those entering or already working in the field of academic advising in securing academic advising positions and in advancing one's credentials and knowledge in the field. Employers now show a preference for graduate education related to academic advising. The proposed certificate will assist students in connecting with existing advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. More specifically, a graduate certificate in academic advising will prepare individuals for a career in higher education such as:

- Academic advising
- Student success coaching
- Student affairs
- Career counseling
- Academic and career planning

There are several needs for this certificate. Presently, higher education institutions are experiencing declining enrollment. Institutions that have developed proactive advising supports and initiatives are experiencing an increase in student retention¹. Academic advisors play a critical role in promoting student success and, as a result, help to retain them. Students who feel connected to an institution, feel cared about, understand their purpose, and have clear academic and career goals are more likely to persist in their academic goals. Another need for this certificate is evident by the demand for qualified individuals to fill academic advising jobs in the workforce. According to HigherEdJobs, there are presently over 500 academic advisor job openings in the nation² and over fifty student affairs jobs in South Dakota.³ Additionally, the U.S. Bureau of Labor Statistics anticipates growth in fields where the master's degree would be useful. Employment for academic advisors is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations.⁴

There are many benefits for obtaining the academic advising certificate. Students with the graduate certificate may position themselves at a more competitive hiring advantage than those without the certificate. This value-added credential will also benefit students who plan to work in higher education by providing them with a curriculum that is focused towards academic advising practices and is connected with structured experiential opportunities at the collegiate level to allow students to explore advisor development.

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 Academic Advising certificate will be offered as a stand-alone certificate for those who already hold a master's degree from a regionally accredited institution or may be offered as an add-on to those with a bachelor's degree who are enrolled in SDSU's Counseling and Human

¹ <https://evollution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/>

² <https://www.higheredjobs.com/admin/search.cfm?JobCat=141&StartRow=-1&SortBy=4&NumJobs=25&filterby=&CatType=>

³ [https://www.higheredjobs.com/search/advanced_action.cfm?Remote=1&Keyword=&PosType=1,2&InstType=1,2,3&J](https://www.higheredjobs.com/search/advanced_action.cfm?Remote=1&Keyword=&PosType=1,2&InstType=1,2,3&JobCat=&Region=0&SubRegions=36&Metros=&OnlyTitle=0&)

⁴ <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>

Resource Development master's program (specializations in Administration of Student Affairs or College Counseling).

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?

The certificate would be offered as a stand-alone certificate for those who already hold a master's degree in any field from a regionally accredited institution. In addition, students enrolled in other Counseling and Human Resource Development specializations (School Counseling, Clinical Mental Health, Marriage and Family, Rehabilitation Counseling) could pursue the certificate post-graduation (after completing their M.S. degree). As referenced in question #4 the certificate will prepare individuals for a career within higher education including academic advising, student success coaching, student affairs, career counseling, and academic and career planning.

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.

The certificate would be a value-added credential to those are enrolled in the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). This certificate would benefit students who plan to work in higher education by providing them with a curriculum that is focused towards academic advising practices and is connected with structured experiential opportunities at the collegiate level to allow students to explore advisor development.

B. 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.

The certificate will be a stackable credential for those students enrolled in the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). Twelve credits from the certificate can be applied towards the total number of credits required for their graduate degree.

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).

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
CHRD	691	Independent Study: Academic Advising Workshop Series	N/A	3	No
CHRD	770	Student Development Theory	N/A	3	No

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
CHRD	773	Current Issues in Academic Advising & Student Affairs (online)	N/A	3	Yes
CHRD	785	Pre-Practicum	See information below.	3	No
Subtotal				12	

Twelve credits will be required for the graduate certificate to allow students the opportunity to demonstrate core competencies for academic advising that serve as foundational elements for effective advisor training programs and advising practice, which include three content categories – conceptual, informational, and interpersonal relationships. An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students. These competencies are recommended by NACADA- the leading international, educational association for academic advising.⁵

Professional advising is critical for student success and retention rates within higher education. It is an essential component within Student Affairs. CHRD 691 Independent Study: Academic Advising Workshop Series (3 cr.) will be supervised by academic advisors or student affairs practitioners who are working in the field of academic advising. This will allow students to create relationships with advising professionals and networks who will enhance their practice and link them to new and emerging practices that may benefit their work.

CHRD 770 Student Development Theory (3 cr.) will provide students with the training essential for applying a holistic, systems, legal, and evidence-based approach to advising and a strong foundation for demonstrating case conceptualization skills for the context and delivery of academic advising. This course is offered in person to students at the SDSU main campus and offered via Dakota Digital Network (DDN) for students at the Black Hills State University-Rapid City location.

CHRD 773 Current Issues in Academic Advising & Student Affairs (3 cr.) will provide students the opportunity to explore current issues of academic advising and access cutting-edge practice and research, so that they can improve their own practice in helping students realize their full potential within higher education. Currently there is not a course offered that solely highlights advising. This course will be offered online.

CHRD 785 Pre-Practicum (3 cr.) will allow students to learn and demonstrate essential interview and counseling skills needed for academic advising. Prerequisites for this course will be required only for those currently enrolled in the College Counseling specialty area (for CACREP accreditation purposes). Students enrolled in the Administration of Student Affairs track will be exempt from the prerequisites. Students who are pursuing the stand-alone certificate option (those who already hold a master’s degree from a regionally accredited institution) will also be exempt from the prerequisites. This course is offered in person to students at the SDSU main campus and Black Hills State University-Rapid City location.

⁵ <https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

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.

Students completing this certificate will be able to:

- *Demonstrate case conceptualization skills for context for the delivery of academic advising.* Students will understand the history, role, and values of academic advising; theory relevant to academic advising; academic advising approaches, strategies, and expected outcomes; and how equitable and inclusive environments are created and maintained. Students will also be able to articulate a personal philosophy of academic advising.
- *Apply a holistic, systems, legal, and evidence-based approach to advising.* Students will learn institution specific history, mission, values, and culture; curriculum, degree programs, academic requirements and options; institution specific policies, procedures, rules, and regulations; legal guidelines of advising practice including privacy regulations and confidentiality; characteristics, needs, and experiences of major and emerging student populations; campus and community resources that support student success; information technology applicable to relevant advising roles; and engaging in on-going assessment and development of the advising practice.
- *Demonstrate essential interviewing and counseling skills for academic advising.* This includes creating rapport and building academic advising relationships; communicating in an inclusive and respectful manner; planning and conducting successful advising interactions; promoting student understanding of the logic and purpose of the curriculum; and facilitating problem solving, decision-making, meaning-making, planning, and goal setting.
- *Collaborate within the higher education community to develop academic advising initiatives that promote the academic, social, and career success of individuals in higher education settings.* This includes partnering with academic advisors and advising networks during professional development opportunities to learn new and emerging practices.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

Individual Student Outcome	CHRD 691	CHRD 770	CHRD 773	CHRD 785
Students will demonstrate case conceptualization skills for context for the delivery of academic advising.		X	X	X
• Students will understand the history, role, and values of academic advising.		X		
• Students will understand theory relevant to academic advising.		X		
• Students will understand academic advising approaches, strategies, and expected outcomes.	X			X
• Students will understand how equitable and inclusive environments are created and maintained.		X		X

Individual Student Outcome	CHRD 691	CHRD 770	CHRD 773	CHRD 785
• Students will be able to articulate a personal philosophy of academic advising.			X	
Students will apply a holistic, systems, legal, and evidence-based approach to advising.		X	X	
• Students will learn institution specific history, mission, values, and culture;		X		
• Students will learn curriculum, degree programs, academic requirements and options.			X	
• Students will learn institution specific policies, procedures, rules, and regulations.			X	
• Students will learn legal guidelines of advising practice including privacy regulations and confidentiality.			X	
• Students will learn characteristics, needs, and experiences of major and emerging student populations.		X		
• Students will learn campus and community resources that support student success.		X	X	
• Students will learn information technology applicable to relevant advising roles.			X	
• Students will learn and engage in on-going assessment and development of the advising practice.			X	
Students will demonstrate essential interviewing and counseling skills for academic advising.			X	X
• Students will learn rapport building and academic advising relationship.				X
• Students will learn communicating in an inclusive and respectful manner.				X
• Students will learn planning and conducting successful advising interactions.				X
• Students will learn promoting student understanding of the logic and purpose of the curriculum.			X	
• Students will learn facilitating problem solving, decision-making, meaning-making, planning, and goal setting.				X
Collaborate within the higher education community to develop academic advising initiatives that promote the academic, social, and career success of individuals in higher education settings.	X			
• Students will partner with academic advisors and advising networks during professional development opportunities to learn new and emerging practices.	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., 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
On campus	Yes	2020-2021 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	Black Hills State University- Rapid City	2020-2021 Academic Year

	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)	No		
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		

Twenty-five percent of the certificate in Academic Advising will be available online. The Academic Advising Certificate will be offered at the SDSU main campus and at Black Hills State University- Rapid City. CHRD 773 Current Issues in Academic Advising & Student Affairs is an online course. CHRD 770 is not offered in person at Black Hills State University- Rapid City but is offered via Dakota Digital Network (DDN) through Brookings.

10. Additional Information:

Admission Requirements

Admission is open to graduate students admitted to the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) or College Counseling (M.S.). An application to the graduate certificate program will be needed beyond the default requirements listed by the Graduate School. Admission is also open to those who already hold a master's degree in any field from a regionally accredited institution. For those candidates, an application to the graduate certificate program and official transcripts must be submitted to the Graduate School.



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

New Course Request

SDSU	Education & Human Sciences / Counseling & Human Development
Institution	Division/Department
Dennis D. Hedge	4/29/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CHRD 773	Current Issues in Academic Advising and Student Affairs	3

Course Description

This course is designed to build upon the foundational practices of professional academic advising in post-secondary education. Course content will include core competencies of academic advising including student development theory, academic success, and professional preparation. Current issues in academic advising/student affairs and best advising practices to support diverse student populations will be explored.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course? Yes No

2.2. Will this be a unique or common course?

Unique Course

Prefix & No.	Course Title	Credits
CHRD 770	Student Development: Theory and Practice	3
CHRD 771	Student Personnel Services	3
CHRD 772	Administration and Leadership in Student Affairs	3

Provide explanation of differences between proposed course and existing system catalog courses below:

CHRD 773 will provide a more focused based learning specific to professional academic advising. The course will strongly correlate with CHRD 770: Student Development: Theory & Practice, CHRD 771: Student Personnel Services and CHRD 772: Administration & Leadership in Student Affairs. These current existing courses include theories and research to emphasize various components within post-secondary education but lack a deep focus and emphasis for academic advising.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

No. Schedule Management, explain below: Two sections of internship will be combined, which will make room in the workload for Dr. Romsa to be able to teach this class.

3.2. Existing program(s) in which course will be offered: Counseling and Human Development (M.Ed.) – Administration of Student Affairs Specialization; Academic Advising Certificate

3.3. Proposed instructional method by university: D – Discussion/Recitation

3.4. Proposed delivery method by university: 018 - Internet Synchronous

3.5. Term change will be effective: Fall 2020

3.6. Can students repeat the course for additional credit? Yes, total credit limit: No

3.7. Will grade for this course be limited to S/U (pass/fail)? Yes No

3.8. Will section enrollment be capped? Yes, max per section: 25 No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? Yes No

3.10. Is this prefix approved for your university? Yes No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: SCHD

4.2. Proposed CIP Code: 13.1102

Is this a new CIP code for the university? Yes No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

Katelyn Romsa	Katelyn Romsa	11/25/2019
Request Originator	Signature	Date
Jay Trenhaile	Jay Trenhaile	12/6/2019
Department Chair	Signature	Date
Jill Thorngren	Jill Thorngren	3/30/2020
School/College Dean	Signature	Date

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
Professional advising is critical for student success and retention rates within higher education. It is an essential component within Student Affairs. This course will provide students the opportunity to explore current issues of academic advising and access cutting-edge practice and research, so that they can improve their own practice in helping students realize their full potential within higher education. Currently there is not a course offered that solely highlights advising.
- Note whether this course is: Required Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
- Desired section size 25
- Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Katelyn Romsa, Assistant Professor, Ed.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.
No special equipment or room needed.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? Yes No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A