



# SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## New Certificate

<b>UNIVERSITY:</b>	SDSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	Public Service Certificate
<b>INTENDED DATE OF IMPLEMENTATION:</b>	2022-2023 Academic Year
<b>PROPOSED CIP CODE:</b>	45.1099
<b>UNIVERSITY DEPARTMENT:</b>	School of American & Global Studies
<b>BANNER DEPARTMENT CODE:</b>	SSAG
<b>UNIVERSITY DIVISION:</b>	Arts, Humanities & Social Sciences
<b>BANNER DIVISION CODE:</b>	3S

**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

\_\_\_\_\_  
5/3/2022

Date

**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.**

The Public Service Certificate at South Dakota State University (SDSU) will create a corps of passionate leaders through academic excellence, civic engagement, and ethical stewardship devoted to advancing the overall public good through public service. Unlike government advocacy that serves the defined interests of business, industry, or interest groups, the aim of the Public Service Certificate, in cooperation with a proposed Public Service Academy, is to educate the next generation of public servants, equipping them with the leadership skills and experiential learning opportunities needed to solve today's complex challenges. Students will study their chosen major, develop 21<sup>st</sup> century leadership skills such as intercultural competency and professional ethics, and complete an internship that tackles real-world challenges in the public, private, or nonprofit sector.

SDSU does not request new state resources or new courses for the proposed 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.**

Goal number 1 of SDSU's strategic plan, *Imagine 2023*, calls for the University to "achieve excellence through transformative education." In particular, the certificate aligns with the strategy to "Attain Academic Excellence" by developing a "high-quality and distinct" program to meet demand through a partnership of the School of American and Global Studies with the Van D. and Barbara B. Fishback Honors College. In addition, the certificate aligns with the third strategy to "Increase recruitment, retention, and graduation of professionally prepared global citizens" by focusing on recruiting students and developing their skills around stewardship as a local to global citizen in the interest of public trust.

The Public Service Certificate also aligns closely with goal #2 under the strategy of *Imagine 2023* titled "Cultivate and Strengthen Community Engagement." Specifically, this goal calls for university growth through externally engaging our relationships to community, public-private partnerships, collaborative service, and more. This certificate will provide a targeted credential for local, regional, and state level positions at the center of these relationships with 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 challenges facing societies today cannot be solved by a single government, nonprofit, or corporation. Problems such as stewardship of resources, poverty, sustainability, or access to education are complex, interconnected, and subject to real world constraints when it comes to finding solutions and mitigating their negative consequences. The future success of communities in South Dakota is predicated upon engaged yet pragmatic citizens who know how to work toward the greater public good across diverse constituencies and sectors. South Dakota State University is working with external partners to develop unparalleled service-minded leaders in South Dakota through the creation of a Public Service Academy. The Public Service Academy will serve as a premier center for developing skilled leaders who are committed to a vision of stewardship in service to the public and possess the skills to tackle the foremost challenges facing communities in South Dakota and beyond. For public services at the local, regional, and state levels to work effectively for all citizens, including underrepresented and diverse populations, there is a strong need for leaders with a strong sense and commitment to stewardship who can collaborate across cultural and political differences, and find common ground and the common good. The Public Service Certificate will serve a foundational educational goal for this academy.

Public Service occupations encompass a range of labor classifications within the U.S. Bureau of Labor Statistics. A major contributor of Public Service, top executive positions in government and industry, are projected to grow between 2020 to 2030 at the average pace for

all occupations, about 8% nationally.<sup>1</sup> Jobs classified as financial managers which also account for many Public Service jobs are projected to rise as much as 17% over the same years across the US.<sup>2</sup> Those classified as administrative services and facilities managers, which also make up many Public Service jobs, are projected on the higher end of the overall average nationally, approximately 9%.<sup>3</sup>

As there is no similar certificate in the regental system, the Public Service Certificate would be a value-added credential to all majors and may be of particular interest to existing majors seeking preparation in fields as varied as education, ethics, languages and cultural competence, health care, infrastructure, military, politics, public policy, or social planning. Completion of this certificate is a stand-out credential for students applying for employment in public service professions (e.g., police officers, firefighters, judges, public health workers, city engineers, urban planners, economists, bank examiners, housing agency administrators, homeless shelter directors and other non-profit management positions) or when running for public office.

**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 intended audience is in part an annual cohort of 50 aspiring public servants from all backgrounds and academic disciplines who will be accepted into a proposed Public Service Academy housed at SDSU. In addition, this certificate may also be of interest to some students from programs such as education (teacher certification), global studies, modern languages, political science, public relations, sociology, community and regional planning, community and public health, leadership and management of nonprofit organizations, and pre-law.

As of Spring 2022, the number of Political Science students both with and without a Pre-Law career interest area, with a minimum 2.0 GPA is 133 students. The School anticipates the certificate will draw students from other majors, such as Community and Public Health, Public Relations, and Global Studies. Students in these majors with a minimum 2.0 GPA who are not Pre-Law number 112, 33, and 34 respectively.

If only 5% of these students from programs that contribute courses chose to pursue the certificate, and only 1% to 2% from programs such as Community & Public Health and Public Relations did so, about 12 to 13 students would pursue the certificate. Since there is value added through shared coursework, the number of Global Studies, Philosophy, and Political Science students is likely to trend higher than 5%. Furthermore, the certificate is likely to conservatively draw up to 1% to 2% of students from other majors as listed above who are interested in public leadership and service, particularly after creation of the Public Service Academy. Once formed, a student will not be allowed to participate in the planned Public Service Academy without pursuing this certificate, however, a student can pursue the Public Service Certificate and not participate in the Public Service Academy.

---

<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Top Executives, at <https://www.bls.gov/ooh/management/top-executives.htm> (visited March 13, 2022).

<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Financial Managers, at <https://www.bls.gov/ooh/management/financial-managers.htm> (visited March 13, 2022).

<sup>3</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Administrative Services and Facilities Managers, at <https://www.bls.gov/ooh/management/administrative-services-managers.htm> (visited March 07, 2022).

**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?**

No.

**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 in majors such as, but not limited to Political Science, Business Economics, Agricultural Education Communication and Leadership, Communication Studies, Community and Public Health, Global Studies, History, and Leadership and Management of Nonprofit Organizations who envision an interest in pursuing public service will experience great added value with this credential in their educational portfolio.

**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 between the certificate and existing programs this is not intended as a stackable certificate. Students would be able to apply the coursework to their specific major requirements and count other credits to general electives. For example, students would be able to apply the POLS credits toward their Political Science major and the GSLT credits toward their Global Studies major.

**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)
GLST	280	Developing Intercultural Competence	N/A	3	No
GLST OR POLS	494 494	Internship (2 cr.) Internship (2 cr.)	N/A	2	No
HON	383	Honors Colloquium: Stewards of Service	N/A	1	No
PHIL OR PHIL	220 320	Introduction to Ethics (3 cr.) Professional Ethics (3 cr.)	N/A N/A	3	No
POLS	210	State and Local Government	N/A	3	No
Subtotal				12	

**Academic Requirements**

Students must earn a “C” or better in each course used to meet the requirements for the certificate.

**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 will be able to:

- Demonstrate awareness and respect for diverse and cross-cultural perspectives, behavior, and languages as they pertain to community leadership, stewardship, and public service.
- Explain the processes of policymaking and implementation.
- Demonstrate a working knowledge of public, non-profit, and philanthropic sectors and an ability to engage and work across multiple sectors.
- Apply ethical principles in the analysis of problems relevant to the public or non-profit sector.
- Apply active public stewardship, citizenship, and service through community outreach and service projects.

**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	Program Courses that Address the Outcomes				
	GLST 280	GLST 494 or POLS 494	HON 383	PHIL 220 or PHIL 320	POLS 210
Demonstrate awareness and respect for diverse and cross-cultural perspectives, behavior, and languages.	X	X	X	X	X
Explain the processes of policymaking and implementation.		X			X
Demonstrate a working knowledge of public, non-profit, and philanthropic sectors, and an ability to engage and work across multiple sectors.		X			X
Apply ethical principles in the analysis of problems relevant to the public or non-profit sector.		X	X	X	
Apply active public stewardship, citizenship, and service through community outreach and service projects.	X	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
<b>On campus</b>	Yes	2022-2023 Academic Year

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	No		
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</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)?** *This question responds to HLC definitions for distance delivery.*

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

50% of the Public Service Certificate will be available online. PHIL 220 routinely has both face to face and online sections. GLST 280 will alternate between face to face and online delivery. PHIL 320 can be taught online or face to face.