



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

New Certificate

UNIVERSITY:	SDSU SDSMT NSU BHSU
TITLE OF PROPOSED CERTIFICATE:	Gateway to Architecture and Construction
INTENDED DATE OF IMPLEMENTATION:	Summer 2025
PROPOSED CIP CODE:	04.9999
UNIVERSITY DEPARTMENT:	SDSU – School of Design SDSMT – Civil & Environmental Engineering NSU – Art BHSU – School of Education
BANNER DEPARTMENT CODE:	SDSU – SDSG SDSMT – MCEE NSU – NART BHSU - BSCE
UNIVERSITY DIVISION:	SDSU – Colleges of Arts, Humanities and Social Sciences SDSMT – Engineering NSU – School of Fine Arts BHSU – College of Education
BANNER DIVISION CODE:	SDSU – 3S SDSMT – 4E NSU – 5F BHSU – 6D

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.3.2.2.C](#), 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.

<i>Teresa Seefeldt</i>	SDSU	2/19/2025
Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>		Date

<i>Darcy Briggs</i>		2/19/2025
Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	SDSMT	Date
<i>Erin Fouberg</i>		2/20/2025
Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	NSU	Date
<i>Pamela Carriveau</i>		2/20/2025
Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	BHSU	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.

This certificate provides a jumpstart for South Dakota high school students with a career interest in architecture and construction. Students will explore careers in designing, planning, managing, building, and maintaining the built environment. Students will also take foundational courses in communication and mathematics which are critical skills in these fields. Courses taken in the certificate will be stackable into academic degrees in related fields including architecture, landscape architecture, interior design, construction management, and construction technology.

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 1.2.1](#)
DSU: [SDCL § 13-59](#) [BOR Policy 1.2.2](#)
NSU: [SDCL § 13-59](#) [BOR Policy 1.2.3](#)
SDSMT: [SDCL § 13-60](#) [BOR Policy 1.2.4](#)
SDSU: [SDCL § 13-58](#) [BOR Policy 1.2.5](#)
USD: [SDCL § 13-57](#) [BOR Policy 1.2.6](#)
[Board of Regents Strategic Plan](#)

SDBOR Policy 1.2.5 states South Dakota State University’s mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. SDSU offers undergraduate and graduate degree programs in the fields of architecture and construction, including architecture, landscape architecture, interior design, construction management, and construction technology.

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.

Architecture and construction are high demand fields, and students can use this certificate as a

foundation for further education leading to these fast growing careers. Between 2023 and 2033, employment for architects and construction managers is expected to grow faster than the average for all occupations (8% architects; 9% construction managers). The South Dakota Department of Labor and Regulation lists construction managers as a high demand career within the state while architects are considered medium demand.

<https://www.bls.gov/ooh/architecture-and-engineering/architects.htm>

<https://www.bls.gov/ooh/management/construction-managers.htm>

https://dlr.sd.gov/lmic/career_cluster_architecture.aspx

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 South Dakota high school juniors and seniors interested in earning college credit through the state's dual credit program.

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.

No

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.

Yes, this certificate is intended to be stackable; credits taken as part of the certificate will contribute to general education requirements, major requirements, or general electives in several associate and bachelor's degree programs.

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	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
Choose one course from the following:					
DSGN	100	Survey of the Built Environment Professions	None	3	Yes
CEE	274	Construction Engineering & Management	None	3	No
Choose one art or design course from the following:					
ART	111	Drawing I (SGR #4)	None	3	No
ARTH	100	Art Appreciation (SGR #4)	None	3	No
ARTH	211	History of World Art I (SGR #4)	None	3	No
GDES	101	Computer Graphics	None	3	No
Choose one mathematics course from the following:					
MATH	114	College Algebra	None	3	No
MATH	120	Trigonometry	None	3	No
Choose one communication course from the following:					
ENGL	101	Composition I	None	3	No
CMST	101	Foundations of Communication	None	3	No
Subtotal				12	

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.*

At the conclusion of the certificate, students will be able to:

- Identify and describe the roles, responsibilities, and collaborations of key professions within the built environment.
- Describe basic design principles, concepts, media and formats.
- Demonstrate competence in mathematical principles and techniques essential for advanced study in the built environment professions.
- Develop communication skills necessary for teamwork in design projects.

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	Program Courses that Address the Outcomes			
	DSGN 100	Art and Design	Math	Communication
Identify and describe the roles, responsibilities, and collaborations of key professions within the built environment.	x			
Describe basic design principles, concepts, media and formats.		x		
Demonstrate competence in mathematical principles and techniques essential for advanced study in the built environment professions.			x	
Develop communication skills necessary for teamwork in design projects.				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	Summer 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	In-district where approved	Summer 2025

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	Summer 2025
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.