

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (5)
DATE: May 13-15, 2024

SUBJECT

New Graduate Certificate Request – SDSU – Athletic Academic Advising

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Athletic Academic Advising. The proposed graduate certificate will provide a grounding in the foundational elements and essential competencies needed for effective athletic academic advising practice. Athletic academic advising is a practice-based profession and an academic discipline that is intended to aid student-athletes in achieving education, career, and personal goals using the full range of institutional and community resources.

IMPACT AND RECOMMENDATION

SDSU plans to offer the proposed certificate on campus and online. SDSU does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Athletic Academic Advising

DRAFT MOTION 20240513_5-D(5):

I move to authorize SDSU to offer a graduate certificate in Athletic Academic Advising, as presented.



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

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Athletic Academic Advising
INTENDED DATE OF IMPLEMENTATION:	2024-2025 Academic Year
PROPOSED CIP CODE:	13.1102
UNIVERSITY DEPARTMENT:	School of Education, Counseling & Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	College of Education & Human Sciences
BANNER DIVISION CODE:	3H

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

4/2/24

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.

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Athletic Academic Advising. The proposed graduate certificate will provide a grounding in the foundational elements and essential competencies needed for effective athletic academic advising practice. Athletic academic advising is a practice-based profession and an academic discipline that is intended to aid student-athletes in achieving education, career, and personal

goals using 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 student-athletes, academic advisors, and institutions. Topics will include student development theory, multicultural issues, career development, interpersonal relations for advising, sport administration, NCAA, and current issues of athletic academic advising.

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.

The proposed graduate certificate fits within SDSU's statutory mission to provide undergraduate and graduate programs of instruction in the liberal arts and sciences. The College of Education and Human Sciences currently offers graduate level programs in Counseling and Human Resource Development with specializations in Administration of Student Affairs (M.Ed.) and College Counseling (M.S.), Sport and Recreation Administration (M.S.), and a graduate certificate in Academic Advising.

The Athletic Academic Advising certificate will contribute to the South Dakota Board of Regents Strategic Plan 2022-2027 Goal 4: Workforce and Economic Development the "Public post-secondary and higher education serves as a critical pipeline for the workforce locally in South Dakota and as well as nationally and globally." In addition, the Athletic Academic Advising certificate will contribute to the attainment of SDSU's *Pathway to Premier 2030* strategic plan Strategic Goal 1 – Achieve Excellence through Transformative Education. The proposed certificate will provide an innovative graduate academic program for students that includes high impact experiences.

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 athletic academic advising in securing academic advising positions and in advancing one's credentials and knowledge in the field. The proposed certificate will assist students in connecting with existing athletic 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 athletic academic advising will prepare individuals for a career in higher education such as:

- Student athlete services
- Student-athlete development
- Academic Advising for student-athletes
- Student affairs
- Career counseling and development

There are several needs for this certificate. Presently, higher education institutions are experiencing and will continue to experience declining enrollment. Institutions that have developed proactive advising supports and initiatives are experiencing an increase in student

retention.¹ 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.

Athletic academic advisors working with student-athletes need to be aware of the special characteristics they bring to the advising relationship and the critical issues affecting the advising process. Another need for this certificate is evident by the significant demand of academic advising jobs needed in the workforce. According to the NCAA, the number of full-time NCAA Division I athletic advisors increased nearly 200 percent in the past 20 years (NCAA, 2014).² Employment for academic advisors is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations.³ Currently there are only two athletic academic advising certificates in the country, and none in our region. Syracuse University (NY) and Angelo State University (TX) are the only universities offering an athletic academic advising certificate.

There are many benefits for obtaining the athletic academic advising certificate. Students with the graduate certificate may position themselves at a more competitive hiring advantage than those without the certificate. This credential will also benefit students who plan to work in higher education by providing them with a curriculum that is focused on 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 proposed graduate certificate will aid those entering or already working in the field of athletic academic advising in securing academic advising positions and in advancing one's credentials and knowledge in the field. The Athletic Academic Advising Certificate is open to any student who already holds a bachelor's degree in any field from a regionally accredited institution. Students most likely to benefit from the value-added credential include students enrolled in SDSU's Counseling and Human Resource Development master's program (specializations in Administration of Student Affairs or College Counseling) or Sport and Recreation Administration master's program. The proposed certificate will assist students in connecting with existing athletic advising networks and professional organizations to support their practice and link them to new and emerging practices that may benefit their work. A graduate certificate in Athletic Academic Advising will prepare individuals for a career within higher education including academic advising for student-athletes, student-athlete services, student-athlete development, student affairs, and career counseling and development. Curriculum topics will include student development theory, multicultural issues, career development, interpersonal relations for advising, sport administration, NCAA, and current issues of athletic academic advising.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students

¹ The Role of Proactive Advising in Student Success and Retention. Sue Ohrablo, Professor, Valencia College. The Evollution, A Modern Campus Illumination. Published 2017. Accessed at: <https://evollution.com/attracting-students/retention/the-role-of-proactive-advising-in-student-success-and-retention/>. (November 2023).

²National Collegiate Athletic Association, NCAA 2014..

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, School and Career Counselors and Advisors, at <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm> (visited November 17, 2023).

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?

Yes. The certificate would be offered as a stand-alone certificate for those who already hold a bachelor’s degree in any field from a regionally accredited institution. As referenced in questions #2 and #4, the curriculum is aligned with the NACADA Pillars of Academic Advising and will prepare individuals for a career within higher education including academic advising for student-athletes, student athlete services, student-athlete development, student affairs, and career counseling and development.

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

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. Up to twelve credits of the certificate would be stackable with the Counseling and Human Resource Development program with specializations in Administration of Student Affairs (M.Ed.) [11 credits] or College Counseling (M.S.) [12 credits] and Sport and Recreation Administration (M.S.) [9 credits].

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	Credit Hours	New (yes, no)
CHRD	685	Academic Advising Theory & Practice	None	3	Yes
CHRD	770	Student Development Theory	None	3	No
CHRD	773	Current Issues in Academic Advising & Student Affairs	None	3	No
RECR	770	Sport and Recreation Administration	None	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, which include three content categories – the conceptual, informational, and interpersonal relationships. An understanding of these three major areas provides advisors with 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.⁴

CHRD 685 Academic Advising Theory and Practice (3 cr.) will provide students with a practicum experience in higher education academic advising.

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.

CHRD 773 Current Issues in Academic Advising & Student Affairs (3 cr.) will provide students the opportunity to explore current issues of athletic 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.

RECR 770 Sport and Recreation Administration (3 cr.) will provide students an understanding of the unique structure of intercollegiate athletic programs within the university, NCAA rules and regulations, and the unique needs of student-athletes.

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 athletic academic advising.* Students will understand the history, role, and values of academic advising; theory relevant to athletic academic advising; athletic 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 athletic 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-athlete success; information technology applicable to relevant advising roles; and engaging in on-going assessment and development of the advising practice.

⁴ NACADA Academic Advising Core Competencies Model
<https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

- *Demonstrate essential interviewing and counseling skills for athletic 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 with an athletic academic advising program to develop 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 685	CHRD 770	CHRD 773	RECR 770
Students will demonstrate case conceptualization skills for context for the delivery of athletic academic advising.	X	X	X	X
Students will apply a holistic, systems, legal, and evidence-based approach to athletic academic advising.	X	X	X	
Students will demonstrate essential interviewing and counseling skills for athletic academic advising.	X			X
Students will collaborate with an athletic academic advising program to develop initiatives that promote the academic, social, and career success of individuals in higher education settings.	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., an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	2024-2025 Academic Year

	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	S15 – Online Asynchronous	2024-2025 Academic Year
Does another BOR institution already have authorization to	No	If yes, identify institutions:	

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in AAC Guideline 5.5.</i>	<i>Intended Start Date</i>
offer the program online?			

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

10. Additional Information:

Admission Requirements

TOEFL: 71 Internet-based

TOEFL Essentials: 7.5

IELTS: 6.0

Duolingo: 100

Appendix A
Corresponding Curriculum Requests – New Course Requests



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Education and Human Sciences / School of Education, Counseling and Human Development
Institution	Division/Department
Dennis D. Hedge	3/28/2024
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CHRD 685	Academic Advising Theory and Practice	3

Course Description
This course provides students with practicum experience in higher education academic advising.

Pre-requisites or Co-requisites

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

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

Unique Course

Prefix & No.	Course Title	Credits
CHRD 785	Pre-Practicum	3
Various	Practicum	varies

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

This course will provide students with hands-on experience in higher education academic advising. There are a number of practicum and experiential learning courses available in the course inventory, however this course specifically applies to academic advising theory and practice.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

No. Schedule Management, explain below: This course will be taught every summer. This course was previously offered as CHRD 691.

3.2. Existing program(s) in which course will be offered: Athletic Academic Advising Certificate, Academic Advising Certificate

3.3. Proposed instructional method by university (as defined by AAC Guideline 5.4): X - Experiential

3.4. Proposed delivery method by university (as defined by AAC Guideline 5.5): 001 – Face to Face, 015 – Online Asynchronous

3.5. Term change will be effective: Fall 2024

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: 10 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: School of Education, Counseling and Human Development

4.2. Banner Department Code: SECH

4.3. 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

<u>Katelyn Romsa</u> Request Originator	<u>Katelyn Romsa</u> Signature	<u>1/31/2024</u> Date
<u>Anne Karabon</u> Department Chair	<u>Anne Karabon</u> Signature	<u>1/31/2024</u> Date
<u>Evan Ortlieb</u> School/College Dean	<u>Evan Ortlieb</u> Signature	<u>1/31/2024</u> Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

In CHRD 685 Academic Advising Theory and Practice students will gain practical experience in academic advising. This course was previously offered as CHRD 691 Independent Study (Academic Advising Workshop Series).

2. Note whether this course is: Required Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A

5. Desired section size 10

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Katelyn Romsa, Associate Professor, EdD

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.

All library and media support needed are available for this course.

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