

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 5 – C (2)**  
**DATE: May 9, 2023**

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**SUBJECT**

**New Undergraduate Certificate Request – DSU – Paraprofessional**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

Dakota State University (DSU) requests authorization to offer a Paraprofessional undergraduate certificate. The proposed certificate will prepare individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. The certificate includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

This certificate was a recommendation of the South Dakota Department of Education apprenticeship task force. The certificate is designed as an entry point into the field of education, with the goal of recruiting more teachers into the profession.

**IMPACT AND RECOMMENDATION**

DSU plans to offer the Paraprofessional certificate in on campus and online. DSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: DSU – Paraprofessional

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**DRAFT MOTION 20230509\_5-C(2):**

I move to authorize DSU to offer a Paraprofessional undergraduate certificate, as presented.



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

**New Certificate**

<b>UNIVERSITY:</b>	DSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	Paraprofessional
<b>INTENDED DATE OF IMPLEMENTATION:</b>	Summer 2023
<b>PROPOSED CIP CODE:</b>	13.1501
<b>UNIVERSITY DEPARTMENT:</b>	College of Education
<b>BANNER DEPARTMENT CODE:</b>	DCOE 8E
<b>UNIVERSITY DIVISION:</b>	Education
<b>BANNER DIVISION CODE:</b>	DEDU

**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.*

*Rebecca A. Hoey*

\_\_\_\_\_  
Institutional Approval Signature

*President or Chief Academic Officer of the University*

\_\_\_\_\_  
2/16/2023

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**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.**

This certificate prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. The certificate includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

- 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:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:4</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:5</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:6</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1:10:3</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1:10:2</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1:10:1</a>

[Board of Regents Strategic Plan 2014-2020](#)

Dakota State University has a long history of preparing teachers in the state and region. DSU offers a BSEd in Elementary Education, Elementary Education/Special Education, Physical Education, and Secondary Education majors in Biology, Mathematics, English, Business and Computer. Dakota State University was recently awarded a teacher apprenticeship grant from the South Dakota Department of Labor. The teacher apprenticeship pathway will be targeted at helping paraprofessionals earn their BSEd teaching degree.

- 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.**

During the Fall 2022 semester, the South Dakota Department of Education convened a teacher apprenticeship task force, which consisted of members of the Department of Education, the Department of Labor, the South Dakota Board of Regents, teachers, principals, superintendents, and deans of teacher preparation programs. One of the suggestions from this task force was to create a paraprofessional certificate, designed as an entry point into the field of education. Other states have been successful in recruiting more teachers into the profession when providing more entry points.

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

It is estimated that school districts in South Dakota employ between 2,000 – 3,000 paraprofessionals. This paraprofessional certificate provides training for these individuals serving students in South Dakota. The demand for paraprofessionals is high, and most K-12 school districts cannot afford to require a paraprofessional certificate. However, other states are

getting creative with more entry points, specifically regarding jobs as a paraprofessional. A certificate will give a school principal more confidence to hire a young person as a part-time or full-time paraprofessional.

## 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?**

Yes, this certificate could be a stand-alone certificate for students who want to make a career of a Paraprofessional. However, it would also stack into any of DSU's education majors. DSU would consider this a stackable credential.

**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, see A. above.

**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.**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Prerequisites for Course</b> <i>Include credits for prerequisites in subtotal below.</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
EDFN	295	Pre-Admission Practicum	None.	1	No
EDFN	102	Introduction to Education	None.	3	No
SPED	100	Intro to Persons with Exceptionalities	None.	3	No
ED	292	Topics	None.	2	No
ED	291	OR Independent Study			
<b>Subtotal</b>				<b>9</b>	

**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.*

The following courses and course descriptions are included in the paraprofessional certificate.

EDFN 102: Introduction to Education (3 credits). This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education often have been conflicting and the outcomes of schooling complicated. The course will urge you to develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. Additionally, students will complete classroom observations.

EDFN 295: Educational Practicum (1 credit). The pre-admission practicum experience takes place in a K-12 school setting occurring prior to admission into the Dakota State University College of Education. The practicum is a field-based experience of 14 hours under a certified teacher's supervision. Pre-and-post-seminar events will address inquiry into the teaching and learning process, multicultural society, classroom interaction, and assessment. Journaling and online interactions are planned to assist the preservice teacher in processing the practicum experience.

SPED 100: Introduction to Persons with Exceptionalities (3 credits). A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.

ED 292 Topics Paraprofessional Toolkit (2 credits). This online course breaks down each of the tools and includes a pre-assessment, a post-assessment, reflection questions, and useful resources that are relevant to each tool's content. It is anticipated that each of these paraprofessional tools would take up to three hours to complete. These paraprofessional tools include understanding disabilities, roles and responsibilities, collaborating with teachers, accommodations and modifications, empowering students to be independent, academic instruction, managing behaviors, data collection, communication, de-escalation, engagement, social learning, student management, understanding the ABCs of behavior, sensory processing, executive functioning, and functional skills.

OR

ED 291 Independent Study (2 credits). Students complete individualized plan of study which include significant one-on-one student-teacher involvement. Faculty member and student negotiate the details of the study plans.

**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 (Same as in the text of the proposal)	Program Courses that Address the Outcomes				
	EDFN 295	EDFN 102	SPED 100	ED 292 or 291	
Consistently apply classroom Standards of Conduct in K-12 instructional settings.	X				
Analyze how historical perspectives of education influence K-12 education today.		X			
Describe the responsibilities of K-12 teachers to meet student needs as defined by the Individuals with Disabilities Act (IDEA).			X		
Compare and contrast appropriate student accommodations and modifications.				X	

*Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

## 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	Fall 2023

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 Internet Asynchronous – Term Based Instruction	Fall 2023
<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.**

	<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		Choose an item. Choose an item.

**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.*

A paraprofessional certificate is part of a larger effort to address the teacher shortage at least partially in South Dakota. The teacher apprenticeship pathway will help paraprofessionals earn their BSEd degree, which will allow paraprofessionals to earn their teaching credentials and allow them to be hired as teachers. A paraprofessional certificate may help to qualify new paraprofessionals who would replace paraprofessionals who move into teaching positions due to the Teacher Apprenticeship Program, thus creating a systemic pipeline of teachers in South Dakota.