



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

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Alternative Teacher Certification
INTENDED DATE OF IMPLEMENTATION:	Summer 2019
PROPOSED CIP CODE:	13.1205
UNIVERSITY DEPARTMENT:	Teacher Residency and Education
UNIVERSITY DIVISION:	School of Education

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.

<u>Elizabeth M. Freeburg</u>	<u>10/29/18</u>
Institutional Approval Signature	Date
<i>President or Chief Academic Officer of the University</i>	

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?

The proposed certificate is designed to meet the state of South Dakota’s requirements for alternative certification for teaching licensure. Currently, school districts in South Dakota, along with most of the nation, are experiencing teacher shortages in critical areas such as science, math education, and special education. While some general shortages exist in individual counties, the Teacher Shortage Area Report, published by the Department of Education, indicates that in the most recent three years (2016-2017; 2017-2018; 2018-2019), the shortages are greater in secondary educations, and particularly in the areas of science, math, special education, and language arts.¹ The alternative certification pathway was developed by the South Dakota DOE to meet these needs.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.²

Revisions to the South Dakota Department of Education requirements for teaching licensure now provide a pathway for certification for individuals with bachelor’s degrees without traditional teacher education preparation. The purpose of the change was to create a means for those who desire to become teachers, particularly in the high needs areas of math and science, to do so without needing to complete a traditional undergraduate program. The proposed certificate is designed to provide the 15 hours of coursework to meet state requirements. Candidates have 3

¹ <https://tsa.ed.gov/#/reports>

² For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

years to complete the state requirements. In addition to passing the 15 hours with a C or higher in all courses, the candidates need to pass the appropriate state-designated pedagogy test, adhere to the SD Code of Professional Ethics for Teachers, and receive signoff from the employing school/district. By packaging the courses as a certificate, students are eligible for financial aid that would not be otherwise available to them to support their career transition into teaching.

4. 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 for the proposed certificate are individuals who meet state requirements for alternative certification which include a valid Alternative Preliminary Certificate, a minimum of a bachelor’s degree, and an offer of employment from a public or Department-accredited school. Certification requires 15 transcribed credits covering the following topics: classroom management, teaching methods, student assessment, differentiated instruction, adolescent psychology, and South Dakota Indian studies.

5. 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):³

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
INED	511	South Dakota Indian Studies	3	No
SEED	540	Classroom Management	3	No
SEED	550	Reading and Content Literacy	3	No
SEED	741	7-12 Curriculum & Instruction	3	No
EPSY	735	Child and Adolescent Learning & Development	3	No
Subtotal			15	

Certificate programs generally range from 9-12 credits. This certificate is set at 15 credits to match the South Dakota Department of Education requirements for alternative certification.⁴ In completing this sequence, students would meet all DOE requirements to apply for licensure.

6. Student Outcome and Demonstration of Individual Achievement.⁵

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

Specific knowledge and competencies for the certificate are based on the relevant InTASC Teaching Standards.

- Standard 1: Learner Development (EPSY 735)
- Standard 2: Learner Differences (INED 511; SEED 741; SEED 550)
- Standard 3: Learning Environments (SEED 540)
- Standard 5: Application of Content (SEED 741; SEED 550)
- Standard 6: Assessment (SEED 741)
- Standard 8: Instructional Strategies (SEED 741)

³ Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

⁴ <https://doe.sd.gov/certification/documents/GeneralEd-Alt2.pdf>

⁵ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

Attached

7. Delivery Location.⁶

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	No	

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

	Yes/No	If Yes, identify delivery methods ⁷	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Summer 2019

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)?⁸

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

8. 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.*

⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁷ Delivery methods are defined in [AAC Guideline 5.5](#).

⁸ This question responds to HLC definitions for distance delivery.

APPENDIX A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. 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	EPSY 735*	SEED 540*	SEED 741*	SEED 550*	INED 511*
Students will demonstrate an understanding of how learners grow and develop and can design and implement developmentally appropriate and challenging learning experiences.	X	X			
Students will understand individual differences and diverse cultures to ensure inclusive learning environments.	X	X			X
Students will demonstrate ability to connect concepts and engage learners in critical thinking, creativity, and problem-solving.			X	X	X
Students will plan and assess instruction to support rigorous learning.			X	X	