



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

**New Certificate**

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	NSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Graduate Certificate in English as a New Language (ENL)</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2022</b>
<b>PROPOSED CIP CODE:</b>	<b>13.1401</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Teacher Education</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>NESE</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Professional Studies, Millicent Atkins School of Education</b>
<b>BANNER DIVISION CODE:</b>	<b>5E</b>

**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

2/2/2022

\_\_\_\_\_  
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.**

The Graduate Certificate in Teaching English as a New Language (ENL) will directly benefit K-12 schools, which are required to have at least one faculty member with ENL certification if they have one or more students who need ENL services. The Graduate Certificate follows the requirements outlined by the SD Department of Education to certify teachers in English as a New Language. Teachers in the field will be able to earn graduate credits while pursuing the coursework needed to specialize in a high-need area of education. The graduate certificate in ENL and accompanying courses will also be open to non-teachers who are interested in pursuing knowledge to work with English Learners in any context.

**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](#)

Board Policy 1:10:6 establishes the mission of NSU is in part “to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation.” The English as a New Language Graduate Certificate meets and supports the NSU mission, primarily by providing additional preparation for teachers wanting to effectively serve English Learners (ELs) and help them be successful in the classroom.

**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 South Dakota Board of Regents 2021 Program Gap Analysis (EMSI) study confirmed a workforce shortage of teachers. “School districts in South Dakota regularly report struggles to fill vacant teaching positions. According to an annual analysis done by the Board of Regents, 69% of education program graduates from South Dakota and 56% of all education program graduates are employed as teachers in the state one year after graduation. Not all students who graduate with a degree in education choose to work in that field. Moreover, attrition and

career changes are common; the same analysis notes that 26% of those who were employed as teachers one year after graduation were no longer working as teachers after five years.”<sup>1</sup>

Northern’s ENL Graduate Certificate helps South Dakota school districts that are required to meet the guidelines set by the South Dakota Department of Education (SDDOE). According to the SDDOE<sup>2</sup>:

- If Limited English Proficiency (LEP) is suspected, the school must identify and test the students.
- If there is at least one LEP student, the school must use a well thought out pedagogic approach based on sound educational practice and theory for each and every student.
- The school must provide sufficiently qualified human resources, bilingual material, and appropriate programs and methodologies which will ensure the learning of English and the curriculum to the same extent as native English speaking students.
- The school must evaluate the program to verify that it is providing effective instruction, similar to that of students without limitations in English.
- After the evaluation, schools should amend programs to correct any deficiencies in meeting the educational needs of LEP students.

Under the Every Child Succeeds Act (ESSA), states must annually assess the language proficiency of English Learners, provide reasonable accommodations for them on state assessments, and develop new accountability systems that include long-term goals and measures of progress for ELs. School districts must meet the needs of ELs including providing knowledgeable and prepared staff to facilitate their learning.

Preparing general education teachers to work with English Learners will benefit students and allow for enhanced collaboration among classroom teachers, ESL teachers, and families of English Learners. The South Dakota Department of Education has recognized Northern State University’s ability to offer coursework for the English as a New Language Endorsement.

Northern’s ENL Graduate Certificate will enhance any master’s in Education and improve employability of current teachers as a stand-alone certificate. Graduates will increase their effectiveness as classroom teachers by being certified to teach English Learners or obtain a position as an English as a Second Language teacher. South Dakota and neighboring states have experienced, or are experiencing, an influx in English Learners in the classroom, and teachers with credentials in English as a New Language are in high demand.

According to research by the *Economic Policy Institute*, the national teacher shortage could reach 200,000 by 2025.<sup>3</sup> While there are dozens of reasons for this shortage, one in particular is because teachers feel overwhelmed with working to meet students’ needs. Specialized training such as in working with students whose native language is not English may improve teachers’ self-efficacy.

---

<sup>1</sup> SDBOR Program Gap Analysis (EMSI). (2021) p. 3 (accessed October 13, 2021).

<sup>2</sup> South Dakota Department of Education English Language Acquisition <https://doe.sd.gov/title/el.aspx> (accessed December 10, 2020).

<sup>3</sup> Economic Policy Institute <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/> (accessed December 10, 2020).

In 2017-2018, there were more than 4.6 million English learners in school but only 78,000 teachers trained to address their needs. By 2025, an estimated 25% of students in public schools will be identified as English learners.<sup>4</sup> As the number of English learners continues to rise, so will the demand for highly qualified teachers to serve them.”

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

Northern’s online Graduate Certificate in ENL is marketable to students pursuing a MSED in Teaching and Learning and those pursuing a MSED in Educational Studies: Secondary Education, since both programs are aimed toward current and/or future educators. This program will also attract public and private school teachers seeking to earn graduate credit in a high-need area for purposes of continuing education and certification.

**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?**

The online Graduate Certificate in ENL will enable those who are currently seeking a graduate degree to enhance their credentials and marketability. Additionally, this certificate will allow those who already possess a bachelor’s degree and teacher certification to become an ESL teacher or refine their skills as a classroom teacher to better serve English Learners.

**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.**

The online Graduate Certificate in ENL will serve graduate students as a value-added credential, particularly to students who are seeking professional development opportunities as current educators in P-12 education. Majors/programs that would most benefit from adding this certificate are Secondary Education, Elementary Education, and Special Education,

**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.**

Many of the courses required to complete the online ENL Graduate Certificate can also be applied to other graduate degrees at Northern State University, including the MSED in Educational Studies: Individualized Interdisciplinary Studies. Students who complete the

---

<sup>4</sup> National Center for Education Statistics, Digest for Education Statistics  
[https://nces.ed.gov/programs/digest/d17/tables/dt17\\_209.10.asp?current=yes](https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp?current=yes) (accessed December 10, 2020).

ENL Graduate Certificate can choose to take additional courses to complete the MEd in Educational Studies: Individualized Interdisciplinary Studies.

- 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.*

The curriculum is consistent with South Dakota’s standards for obtaining English as a New Language certification. The curriculum for Northern’s ENL Graduate Certificate includes the same courses as the undergraduate ENL minor approved by the SDBOR earlier in 2021. The State of South Dakota requires that English as a New Language coursework must include courses from each Strand totaling 18 or more credits. The Strands are: 1) Linguistics; 2) Development of curriculum and instruction for new language acquisition; 3) Language and Culture; 4) Program Assessment; 5) Reading for students with limited English proficiency; 6) English as a New Language methodology; 7) Study in the developmental characteristics of k-12 learners. The courses that meet the Strands total 19 credits.

Under SDDOE requirements, a K-12 English as a New Language (ENL) endorsement requires 18 semester hours of coursework, to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology course. No state test is required or available to validate this endorsement. To meet the SDDOE-required 18 credits without adding new courses or additional faculty, Northern’s ENL Graduate Certificate is 19 credits, using only existing courses and current faculty.

<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>
LING	503	Introduction to Linguistics		3	No
EDFN	546	Curriculum and Instruction for New Language Acquisition		3	No
LING	535	Second Language Development	LING 503	3	No
EDER	515	Educational Assessment		2	No
EDFN	545	Methods of Teaching English and Academic Content to English Learners		3	No
EDFN	568	Literacy in the Content Area for English Learners		2	No
EPSY	528	Child and Adolescent Development		3	No
<b>Subtotal</b>				<b>19</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.*

Students earning the Graduate Certificate in ENL will demonstrate knowledge of the essential principles of linguistics, variables affecting second language acquisition, relevant teaching methodologies in the general education, special education, and English as a second language classroom, and essential principles of linguistics. Graduates will demonstrate competency in assessing the proficiency of English Learners and meeting the diverse needs of students.

**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						
	LING 503*	EDFN 545*	EDFN 546*	EDER 515*	EPSY 528*	EDFN 568*	LING 535*
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics.	X		X			X	X
Apply principles of second language acquisition to decisions regarding curriculum and instruction			X			X	X
Analyze how cultural groups and individual cultural identities affect language learning and school achievement.					X		X
Utilize evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.		X				X	
Employ a variety of performance-based assessment tools and techniques to inform instruction for in the classroom		X	X	X	X		
Evaluate the effectiveness of teaching materials, procedures, and curricula		X	X				

Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.		X				X	
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs		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	Fall 2022

	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 <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 internet asynchronous	Fall 2022
<b>Does another BOR institution already have authorization to offer the program online?</b>	Yes	<b>If yes, identify institutions:</b> According to a press release, University of South Dakota offers a graduate certificate in English Language Learners (ELL), but the program is not listed in the USD course catalog.	

**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		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.*

NSU is requesting an exception to the 9-12 credit limit for graduate certificates because the actual coursework required to meet the English as a New Language Strands defined by the South Dakota Department of Education for the ENL endorsement is 18 credits. NSU is offering a 19 credit ENL graduate certificate because it is the most efficient and effective way for the University to do so – it enables Northern to use existing courses, faculty experts, and facilities. Northern will place more students in existing courses with seat availability instead of creating new courses.

The rationale for offering the ENL graduate certificate, despite its high number of credits, is transparency. Students will know exactly what courses they need to take to meet the endorsement requirements set by SD DOE. The graduate certificate will be listed on a student’s transcript, which makes it easier for principals and superintendents to confirm the teacher is ENL qualified, and faculty and advisors in the department will work together to ensure the courses are offered in a clear sequence and rotation that enables students to complete the program in a timely manner.

Two current faculty members are qualified to teach all of the courses required in Northern’s graduate certificate in ENL. In addition, the Linguistics courses are currently offered in the College of Arts and Sciences and have seats available; so, no additional faculty will be needed. The coursework for the graduate certificate is currently offered and the faculty, facilities, and instructional technology are sufficient.