

11-21-1977

Student Paraprofessional Training and Certifying Program

The College at Brockport, College Senate

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Routing #4 77-78

esol Resolution # 4
1977-1978

Student Paraprofessional Training and
Certifying Program

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on November 21, 1977
(Date)

RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: Student Paraprofessional Training and Certifying Program

(See attached)



Signed [Signature] Date Sent 11/28/77
(for the Senate)
Harold Greenstein, President, Faculty Senate

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date February 23, 1978
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice-Presidents: Tavos, Miller, Smith, Bunker, Walsh

Others as identified: (Fac Sen) BSC

Distribution Date: _____

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

MAR 20 '78

2/23/78

A PROPOSED STUDENT PARAPROFESSIONAL TRAINING AND
CERTIFYING PROGRAM

RATIONALE FOR ESTABLISHING THE PROGRAM

Students are appointed or elected to various campus positions in which they provide services, instruction, or leadership to their peers (e.g. student advisors, teaching assistants, resident assistants, tutors, peer counselors, BSG officers, BCEP participants, student security patrol). The quality and effectiveness of what they do for others will depend on developing particular attitudes and skills appropriate to their paraprofessional roles. These attitudes and skills can be learned, practiced, refined and reinforced in the college setting where the expertise, role models, academic grounding, and work experience can be combined into a unique "laboratory" experience. The students' competence and self-confidence learned as a paraprofessional will carry over in later years to the world of work or in leadership and other service contributed to the community. (The definition of a "para-professional" as the term is used in this proposal is found on page 4).

The short range benefits of a paraprofessional training program to the institution and the participating student consist of at least these four:

1. High quality service or leadership is provided by student paraprofessionals to their fellow students.
2. Professionals (teaching and non-teaching) receive from student paraprofessionals competent assistance in areas crucial to the maintenance of a dynamic college community.
3. Participating students have a practical experience (in many cases supplementing classroom learning) which is not now provided at the College in the concentrated and programmatic manner proposed.
4. The practical experience, training, self-exploration and guidance from a mentor may help the student paraprofessional clarify his career plans in a way that cannot be done by paper and pencil testing or by one-to-one counseling.

There are at least three long-range benefits of paraprofessional training:

1. The student acquires a general satisfaction and confidence in himself and effectiveness in various kinds of human relationships and work situations.
2. The student acquires particular skills that can be applied in a special field of interest which he pursues as an avocation or vocation.
3. By the time of graduation from the College, the student has accumulated a portfolio of experience, recommendations and a certificate of achievement which would be valuable in applications for employment or graduate schools.

THE BASIC ELEMENTS OF PARAPROFESSIONAL TRAINING (See Diagram)

The overall training program will be planned and supervised by a central Steering and Certifying Committee. The particular program for each student to

course would be devised by that student's sponsoring academic department or institutional service unit and his mentor from that Department and the student. The basic components of a paraprofessional training experience which the Steering/Certifying Committee would require are:

1. Academic course package -- The student elects and completes specific courses, which taken together, provide an appropriate focus for his paraprofessional experience. His academic major and minor are not affected. The paraprofessional course package, however, may include his major or minor courses. The rationale for the particular course package will be provided by the sponsoring department or unit.
2. Individualized practicum -- The student will have some practical experience or combination of experiences on or off campus in which he can exercise his particular skills. Demonstration and evaluation of competencies in these experiences is expected.
3. Mentor -- The student would have a faculty or a non-teaching staff person as a mentor. The mentor would help plan the student's program, provide guidance in the student's progress, and finally evaluate his performance. It is possible that a mentor would have several such students. This would provide the opportunity for small group meetings in which growth can occur through inter-action. Normally, a mentor would be from the student's area of special interest, and serves as a role model.
4. Human relations core experience -- A required component in the paraprofessional training program is the series of four workshop experiences relating to human relations. These workshops would be provided by appropriate staff in Student Affairs with assistance from other areas on campus as desired. The four workshop experiences will be:
 - A. Self-awareness
 - B. Helping and communication skills
 - C. Leadership Training
 - D. Student-institution relations and resources
5. Portfolio -- The cumulative record of the student's experiences and evaluations would be kept in a portfolio. This record of experience would be maintained by the chairperson of the Steering and Certifying Committee and would serve as a reference for any person or institution to whom the student wished to present documentation of his experience. It would also be a learning instrument which would facilitate goal setting through the continuous monitoring of the student's progress by himself and his mentor.
6. Certificate -- When the student has completed his training and has met the predetermined standards, he will receive a Certificate of Paraprofessional Training.

ORGANIZATION AND IMPLEMENTATION (See Diagram)

Steering/Certifying Committee -- The Steering/Certifying Committee will consist of a representative from: Academic Advisement, Counseling Center,

Upperclassmen -- Upperclassmen already working in positions designated suitable for paraprofessional training, or those who have been on campus at least one semester and who are anticipating involvement in service or leadership roles, may enter the certification program as soon as they locate a mentor and have their program approved. They would be advised to take the human relations core experience as soon as possible.

Definition of a Paraprofessional

"Who or what is a paraprofessional? The term has been expanded to include everyone from the untrained student who volunteers to show new freshmen around campus to the BA-level persons who undergo up to two years of additional training. Thus, the term is about as definitive today as the word 'professional'. For purpose of our mode, a paraprofessional is defined as a person without extended professional training who is specifically selected, trained, and given on-going supervision to perform some designated portion of the tasks usually performed by the professional. This does not include offering support services, e.g., clerical, as a major function. The paraprofessional is involved in the central activity of the agency with which he is associated, e.g., counseling, orientation, etc. He is employed to work in a specific area for which he is qualified because of his specific skills. He is generally a member of the indigenous population, or the population being served. In higher education, he is therefore, a student, undergraduate or graduate."

(APGA Student Personnel Series No. 17, "Student Paraprofessionals")

Organization Chart of Proposed
Student Paraprofessional Training Program

