

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – C (2)**  
**DATE: April 2-3, 2025**

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**SUBJECT**

**New Specialization Request – DSU – Literacy Instructional Coaching Specialization  
– MEd in Education and Technology**

**CONTROLLING STATUTE, RULE, OR POLICY**

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

**BACKGROUND / DISCUSSION**

Dakota State University (DSU) requests authorization to offer a Literacy Instructional Coaching specialization within the MEd in Education and Technology program. The proposed specialization provide training as part of a project with the South Dakota Department of Education (DOE) and Dakota State University. This training will provide graduate-level coursework toward becoming a literacy instructional coach in school-based settings.

**IMPACT AND RECOMMENDATION**

DSU requests authorization to offer the specialization on campus and online. DSU is not requesting additional state resources to offer the program. Eighteen new 1-credit-hour courses will be required.

Board office staff recommends approval of the program.

**ATTACHMENTS**

Attachment I – New Specialization Request Form: DSU – Literacy Instructional Coaching  
– Education and Technology (MEd)

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**DRAFT MOTION 20250402\_5-C(2):**

I move to authorize DSU to offer a Literacy Instructional Coaching specialization within the MEd in Education and Technology program, as presented.



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

## New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. 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 Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	DSU
<b>TITLE OF PROPOSED SPECIALIZATION:</b>	<b>Literacy Instructional Coaching</b>
<b>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</b>	<b>MSEd, Education and Technology</b>
<b>BANNER PROGRAM CODE:</b>	<b>DEDT</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>1/1/2025</b>
<b>PROPOSED CIP CODE:</b>	<b>13.0501</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Education</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>DEDU</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Education &amp; Human Performance</b>
<b>BANNER DIVISION CODE:</b>	<b>DED 8E</b>

**Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.B](#), which pertains to new specialization 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*

10/24/2024

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. Level of the Specialization (place an “X” in the appropriate box):**

Baccalaureate       Master’s       Doctoral

**2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.**

The intent of this specialization is to provide training as part of a project with the South Dakota Department of Education and Dakota State University. This training will provide graduate-level coursework toward becoming a literacy instructional coach in school-based settings.

**3. Provide a justification for the specialization, 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.**

A Literacy Instructional Coaching specialization is critical in addressing the need for high-quality literacy instruction in South Dakota, where reading proficiency is a growing concern. During the last NAEP testing period in 2022, only 32% of South Dakota 4<sup>th</sup> grade students scored at or above proficient in reading assessments.<sup>1</sup> During the same NAEP testing period in 2022, only 31% of 8<sup>th</sup> grade South Dakota students performed at or above the proficient level, highlighting the demand for literacy specialists to support teachers in improving outcomes.<sup>1</sup> Graduates with this specialization will be equipped to fill roles as literacy instructional coaches, a growing field projected to have 20,100 openings nationally each year, according to the U.S. Bureau of Labor Statistics.<sup>4</sup> South Dakota’s Department of Labor also identifies education-related occupations among the top in-demand jobs in the state.<sup>5</sup> This specialization will prepare professionals to meet workforce demands, support teachers, and foster student success by implementing research-based practices from the Science of Reading. It will also address the state’s need for literacy experts to mentor educators in improving reading instruction statewide.

The Literacy Instructional Coaching specialization aligns with Dakota State University’s MEd in Education and Technology by emphasizing the integration of technology into literacy education, reflecting the university’s mission of producing tech-savvy educators through its

<sup>1</sup> National Center for Education Statistics. (2022). South Dakota state profile: Results from the 2022 mathematics and reading assessments. The Nation's Report Card. [https://www.nationsreportcard.gov/profiles/stateprofile/overview/SD?cti=PgTab\\_Findings&chort=1&sub=MAT&sj=S&fs=Grade&st=MN&year=2022R3&sg=Gender:%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&sfj=NP](https://www.nationsreportcard.gov/profiles/stateprofile/overview/SD?cti=PgTab_Findings&chort=1&sub=MAT&sj=S&fs=Grade&st=MN&year=2022R3&sg=Gender:%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&sfj=NP)

<sup>4</sup> U.S. Bureau of Labor Statistics. (2023). *Instructional coordinators*. Occupational Outlook Handbook. <https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm>

<sup>5</sup> South Dakota Department of Labor and Regulation. (n.d.). *Labor market information*. <https://dlr.sd.gov>

focus on technology-driven education. Graduates will serve as instructional leaders adept at using digital resources, such as cutting-edge data analysis tools and digital literacy platforms, to foster student success. This specialization's design reflects DSU's commitment to preparing educators for modern challenges using advanced educational technologies.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – **highlight courses in the specialization**):

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
<b>Required Courses</b>			<b>12</b>	
CET	720	Leadership and Evaluation of Educational Technology	3	No
CET	722	Instructional Design for Interactive Learning	3	No
CET	726	Visual Design for Learning	3	No
CET	785	Research Methods in Educational Technology	3	No

<b>Literacy Instructional Coaching Specialization</b>			<b>18</b>	
EDFN	757	Foundations of the Science of Reading	1	Yes
EDFN	758	Phonemic Awareness	1	Yes
EDFN	759	Phonics and Word Recognition	1	Yes
EDFN	761	Fluency Development	1	Yes
EDFN	762	Vocabulary Acquisition	1	Yes
EDFN	763	Reading Comprehension	1	Yes
EDFN	764	Writing as a Tool for Literacy	1	Yes
EDFN	766	Assessment and Data-Driven Instruction	1	Yes
EDFN	767	Differentiated Literacy Instruction	1	Yes
EDFN	768	Supporting English Language Learners in Literacy	1	Yes
EDFN	769	Intervention for Struggling Readers	1	Yes
EDFN	770	Family and Community Literacy Engagement	1	Yes
EDFN	771	Coaching and Mentoring Teachers	1	Yes
EDFN	772	Literacy Instructional Leadership	1	Yes
EDFN	773	Technology Integration in Literacy	1	Yes
EDFN	774	Literacy Practices for All Students	1	Yes
EDFN	776	Disciplinary Literacies	1	Yes
EDNF	777	Advocacy for Literacy Policies and Programs	1	Yes

Total number of hours required for completion of specialization  
 Total number of hours required for completion of major  
 Total number of hours required for completion of degree

18
30
30

5. 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	Fall 2025

	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 2.4.3.B.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	D15 Online Asynchronous; D01 Face to Face	Fall 2025

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the specialization 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.

**6. 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.*

In late September of 2024, the South Dakota Department of Education requested to meet with Dakota State University to ask for our help in training literacy coaches in the coming years. South Dakota has been awarded more than \$54,000,000 from a competitive Comprehensive Literacy State Development (CLSD) Grant. The CLSD focuses on evidence-based activities that provide explicit intervention and support in reading and writing for children from birth to grade 12 throughout South Dakota. DSU will use operating funds from the College of Education & Human Performance to develop 18 new one-credit courses and has requested financial support from the grant received by the South Dakota Department of Education.

The new courses created with this specialization are the same courses in the Literacy Instructional Coaching Certificate being proposed by DSU and SDSU.