AGENDA ITEM: 5 – B (1)
DATE: April 2-3, 2025

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SUBJECT
New Graduate Certificate Request – DSU & SDSU – Literacy Instructional Coaching

CONTROLLING STATUTE, RULE, OR POLICY
[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION
Dakota State University (DSU) and South Dakota State University (SDSU) request authorization to offer a graduate certificate in Literacy Instructional Coaching. SDSU and DSU are partnering with the South Dakota Department of Education (DOE) to provide a graduate certificate that will provide coursework toward becoming a literacy instructional coach in school-based settings. Each course in the 18-credit certificate is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction. The coursework will support literacy leaders coach their peers through the process of developing students' literacy skills and overall literacy proficiency.

IMPACT AND RECOMMENDATION
The proposed certificate will be offered on campus and online. No new resources are requested. Eighteen new 1-credit-hour courses will be required.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request Form: DSU – Literacy Instructional Coaching

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DRAFT MOTION 20250402_5-B(1):
I move to authorize DSU & SDSU to offer a graduate certificate in Literacy Instructional Coaching, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU, SDSU
TITLE OF PROPOSED CERTIFICATE:	**Literacy Instructional Coaching Certificate**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**13.0301**
UNIVERSITY DEPARTMENT:	**DSU: Department of Education** **SDSU: School of Education, Counseling and Human Development**
BANNER DEPARTMENT CODE:	**DSU: DEDU** **SDSU: SECHD**
UNIVERSITY DIVISION:	**DSU: College of Education and Human Performance** **SDSU: College of Education and Human Sciences**
BANNER DIVISION CODE:	**DSU: 8E** **SDSU: 3H**

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

- The individual preparing this request has read AAC Guideline 2.3.2.2.C, 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	Date
President or Chief Academic Officer of the University	

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? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

   South Dakota State University (SDSU) and Dakota State University (DSU) request

authorization to offer a Literacy Instructional Coaching Certificate. Literacy is an area identified by the South Dakota Department of Education as high need for children. SDSU and DSU are partnering with the South Dakota Department of Education (DOE) to provide a graduate certificate that will provide coursework toward becoming a literacy instructional coach in school-based settings. In August 2023, the DOE launched a literacy initiative that puts phonics education at the forefront of reading and writing instruction.[1] Each course in the 18-credit certificate is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction. The coursework will support literacy leaders coach their peers through the process of developing students' literacy skills and overall literacy proficiency.

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.**

    SDBOR Policy 1.2.2 states Dakota State University's mission is to offer academic programs in computer management, computer information technologies, cyber security, education with an emphasis in computer and technology systems, and other related undergraduate and graduate programs. SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The certificate aligns with the statutory missions of both SDSU and DSU. Both universities are authorized to offer majors in education. The proposed certificate will contribute to the strategic goals in educational and workforce skill development outlined in the SDBOR, DSU, and SDSU strategic plans.

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.*

    SDSU and DSU will deliver the Literacy Instructional Coaching certificate in partnership with the South Dakota Department of Education through a literacy grant. As part of this grant, these courses will meet the needs of school districts to train professionals in school-based settings to work with children around literacy. Literacy is an area identified by the South Dakota Department of Education as high need for children. According to the National Assessment of Educational Progress in 2022, only 33% of US 4th graders and 35% of South Dakota 4th graders were proficient in reading. In 8th graders, this was 31% in the US in 32% in South Dakota.[2] Training school professionals to work with children around literacy and the science of reading is paramount to improving South Dakota schools.

5. **Who is the intended audience for the certificate program (including but not limited to the**

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[1] South Dakota Department of Education, Science of Reading professional development available for educators https://doe.sd.gov/teachsd/emails/041724/Story-2.html

[2] National Center for Education Statistics. (2022). NAEP Reading: National Achievement-Level Results. Retrieved from https://www.nationsreportcard.gov/reading/nation/achievement/#:~:text=Thirty-three%20percent%20of%20fourth-grade%20students%20performed%20at%20or,comparison%20to%201992%2C%20the%20first%20reading%20assessment%20year.

majors/degree programs from which students are expected)?

The certificate is targeted at teachers and leaders in K-12 schools.

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. The certificate would be offered as a stand-alone certificate. SDSU and DSU will partner with the South Dakota Department of Education to deliver this certificate through a grant to K-12 educators.

    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.**

        Yes. The certificate would be a value-added credential to students enrolled in education programs. This includes the Curriculum and Instruction (M.Ed.), Educational Administration (M.Ed.), and Education and Technology (M.S.Ed.).

    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. The 18-credit certificate will be stackable to SDSU's Curriculum and Instruction (M.Ed.) and DSU's Education and Technology (M.S.Ed.).

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.*

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDFN	757	Critical Issues in Literacy Coaching	None	1	Yes
EDFN	758	Coaching Using the Science of Learning	None	1	Yes
EDFN	759	Literacy Coaching Frameworks and Andragogy	None	1	Yes
EDFN	761	Developing Instructional Capacity	None	1	Yes
EDFN	762	Literacy Assessment and Learning	None	1	Yes

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDFN	763	Data-Informed Literacy Coaching	None	1	Yes
EDFN	764	Literacy Coaching for Differentiated Instruction	None	1	Yes
EDFN	766	Disciplinary Literacy Coaching	None	1	Yes
EDFN	767	School-Wide Literacy Intervention	None	1	Yes
EDFN	768	Literacy Curriculum Evaluation	None	1	Yes
EDFN	769	Literacy Curriculum Mapping	None	1	Yes
EDFN	770	Family and Community Literacy Engagement	None	1	Yes
EDFN	771	Promoting Literacy Policies and Programs	None	1	Yes
EDFN	772	Integrating Technology in Literacy Coaching	None	1	Yes
EDFN	773	Literacy Instructional Leadership	None	1	Yes
EDFN	774	Implementing Literacy Coaching Cycles	None	1	Yes
EDFN	776	Sustaining Literacy Coaching Cycles	None	1	Yes
EDFN	777	Practicum: Applying Coaching Cycles	None	1	Yes
			Subtotal	18	

SDSU and DSU request an exception for the number of credit hours required for this graduate certificate. The Literacy Instructional Coaching Certificate will require 18 credits to meet the South Dakota Department of Education's grant requirements. Each course is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction.

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.*

Graduates of the program will:
1. Demonstrate Foundational Knowledge of Literacy (ILA Standard 1)
   o Understand and articulate the theoretical, historical, and evidence-based foundations of reading and writing processes and instruction.
   o Apply knowledge of language development—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—to support literacy development across diverse learners.
2. Implement Effective Literacy Instruction (ILA Standard 2)
   o Utilize a wide range of instructional practices, approaches, and curriculum materials, including technology, to support reading and writing development.

- o Design and adapt instruction that is culturally responsive and developmentally appropriate to meet the needs of all students.
3. Use Assessment to Inform Instruction (ILA Standard 3)
   - o Employ a variety of assessment tools and practices to plan, evaluate, and adjust effective reading and writing instruction.
   - o Interpret and use assessment data to inform instruction and communicate results to students, parents, and colleagues.
4. Create Inclusive and Engaging Literate Environments (ILA Standard 4)
   - o Foster positive and motivating environments that promote active engagement in literacy learning.
   - o Implement instructional strategies that respect and value the diversity of learners, including cultural, linguistic, and cognitive differences.
5. Engage in Professional Learning and Leadership (ILA Standard 6)
   - o Reflect on personal practice to improve instruction and student learning outcomes.
   - o Collaborate with colleagues, families, and communities to support literacy development.
   - o Advocate for effective literacy practices and policies at the local, state, and national levels.
6. Provide Targeted Support for Diverse Learners (ILA Standards 2 & 4)
   - o Identify and support struggling readers and English Language Learners with evidence-based interventions.
   - o Monitor the effectiveness of interventions and make data-driven decisions to adjust instruction accordingly.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

Individual Student Outcome	Program Courses that Address the Outcomes					
	1: Demonstrate Foundational Knowledge of Literacy (ILA Standard 1)	2: Implement Effective Literacy Instruction (ILA Standard 2)	3: Use Assessment to Inform Instruction (ILA Standard 3)	4: Create Inclusive and Engaging Literate Environments (ILA Standard 4)	5: Engage in Professional Learning and Leadership (ILA Standard 6)	6: Provide Targeted Support for Diverse Learners (ILA Standards 2 & 4)
EDFN 757	X					
EDFN 758	X	X				
EDFN 759	X	X				
EDFN 761	X	X				
EDFN 762	X	X				
EDFN 763	X	X				
EDFN 764	X	X				
EDFN 766			X			X
EDFN 767		X		X	X	
EDFN 768		X		X		
EDFN 769		X	X			
EDFN 770				X	X	X
EDFN 771						X
EDFN 772						X
EDFN 773		X			X	
EDFN 774			X	X		X
EDFN 776	X					X
EDFN 777					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*
On campus	Yes	**Fall 2025**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 2.4.3.B.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous, Online Synchronous, Hybrid Online, Hybrid F2F	**Fall 2025**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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*
Distance Delivery (online/other distance delivery methods)	No		

10. Additional Information:

Additional Admission Requirements
TOEFL: 71 Internet-based
TOEFL Essentials: 7.5
IELTS: 6.0
Duolingo: 100