

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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

SUBJECT

**New Specialization Request – SDSU – Literacy Instructional Coaching Specialization
– M.Ed. in Curriculum and Instruction**

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a Literacy Instructional Coaching specialization within the M.Ed. in Curriculum and Instruction program. The proposed specialization will provide graduate coursework toward becoming a literacy instructional coach in school-based settings. The coursework will support literacy leaders coaching their peers through the process of developing students’ literacy skills and overall literacy proficiency. SDSU is partnering with the South Dakota Department of Education (DOE) to create this specialization.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the specialization on campus and online. SDSU 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: SDSU – Literacy Instructional Coaching – Curriculum and Instruction (M.Ed.)

DRAFT MOTION 20250402_5-C(3):

I move to authorize SDSU to offer a Literacy Instructional Coaching specialization within the M.Ed. in Curriculum and Instruction program, as presented.



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

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Literacy Instructional Coaching
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Curriculum and Instruction (M.Ed.)
BANNER PROGRAM CODE:	SMED.CI
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	13.0301
UNIVERSITY DEPARTMENT:	School of Education, Counseling and Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY DIVISION:	College of Education and Human Sciences
BANNER DIVISION CODE:	3H

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

3/6/2025
Date

1. Level of the Specialization:

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.

South Dakota State University (SDSU) requests authorization to offer a Literacy Instructional Coaching specialization in the Curriculum and Instruction (M.Ed.). Literacy is

an area identified by the South Dakota Department of Education as high need for children. SDSU is partnering with DSU and the South Dakota Department of Education (DOE) to provide graduate 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 The specialization coursework 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 coaching their peers through the process of developing students' literacy skills and overall literacy proficiency. This training will provide graduate level coursework toward becoming a literacy specialist 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.**

Literacy is an area identified by the South Dakota Department of Education as high need for children in the state. 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. SDSU and DSU will deliver a graduate literacy instructional coaching certificate in partnership with the South Dakota Department of Education through a literacy grant. Students will be able to stack the 18-credit certificate into the M.Ed. in Curriculum and Instruction to earn the specialization. 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.

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

Non-Thesis Option

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EDFN	600	Educational Theory in Practice	3	No
EDFN	610	Introduction to Research	3	No
EDFN	725	Education in a Pluralistic Society	3	No
EDFN	740	Educational Psychology: Cognition, Learning and Applications	3	No
		<i>Specialization Requirements</i>		
EDFN	757	Critical Issues in Literacy Coaching	1	Yes
EDFN	758	Coaching Using the Science of Learning	1	Yes

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.>

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EDFN	759	Literacy Coaching Frameworks and Andragogy	1	Yes
EDFN	761	Developing Instructional Capacity	1	Yes
EDFN	762	Literacy Assessment and Learning	1	Yes
EDFN	763	Data-Informed Literacy Coaching	1	Yes
EDFN	764	Literacy Coaching for Differentiated Instruction	1	Yes
EDFN	766	Disciplinary Literacy Coaching	1	Yes
EDFN	767	School-Wide Literacy Intervention	1	Yes
EDFN	768	Literacy Curriculum Evaluation	1	Yes
EDFN	769	Literacy Curriculum Mapping	1	Yes
EDFN	770	Family and Community Literacy Engagement	1	Yes
EDFN	771	Promoting Literacy Policies and Programs	1	Yes
EDFN	772	Integrating Technology in Literacy Coaching	1	Yes
EDFN	773	Literacy Instructional Leadership	1	Yes
EDFN	774	Implementing Literacy Coaching Cycles	1	Yes
EDFN	776	Sustaining Literacy Coaching Cycles	1	Yes
EDFN	777	Practicum: Applying Coaching Cycles	1	Yes

Total number of hours required for completion of specialization

18

Total number of hours required for completion of major

12

Total number of hours required for completion of degree

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
On campus	Yes	Fall 2025

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	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:	

- A. 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		

6. Additional Information:

Student Learning Outcomes

- Knowledge of Current Issues - The graduate demonstrates knowledge of current practices, research, theories, and issues in education, including the theoretical, historical, and evidence-based foundations of reading and writing processes (ILA Standard 1). This includes understanding language development (phonemic awareness, phonics, fluency, vocabulary, comprehension) to support literacy development across diverse learners (ILA Standard 1).
- Knowledge of Learning - The graduate applies knowledge of how students learn, integrating a wide range of instructional practices, approaches, and curriculum materials—using both traditional methods and technology—to support reading and writing development (ILA Standard 2). Instruction is culturally responsive, developmentally appropriate, and meets the needs of all students, including struggling readers and English Language Learners (ILA Standard 2, ILA Standard 4).
- Curricular Processes - The graduate effectively participates in curricular processes, utilizing a variety of assessment tools and practices to plan, evaluate, and adjust literacy instruction (ILA Standard 3). Data from assessments informs instruction and communicates results to students, parents, and colleagues, ensuring targeted support for diverse learners (ILA Standard 3).
- Communication Skills - The graduate communicates effectively in a variety of educational roles, fostering positive, motivating environments that promote active engagement in literacy learning (ILA Standard 4). Instructional strategies implemented respect and value the diversity of learners, including cultural, linguistic, and cognitive differences, creating inclusive and engaging literate environments (ILA Standard 4).
- Foundational Lifelong Learning Skills - The graduate demonstrates commitment to professional involvement and growth through continual learning, reflective practice, and collaboration. This includes reflecting on literacy practices to improve instruction and student learning outcomes (ILA Standard 6), collaborating with colleagues, families, and communities to support literacy development (ILA Standard 6), and advocating for effective literacy practices and policies (ILA Standard 6).
- Technology in Education - The graduate makes appropriate use of educational technology to enhance literacy instruction and engage diverse learners (ILA Standard 2). This includes providing evidence-based interventions for struggling readers and monitoring their effectiveness to make data-driven adjustments (ILA Standard 2, ILA Standard 4).

Additional Admission Requirements

GRE: Not Required

TOEFL: 79-80 Internet-based

TOEFL Essentials: 8.5

IELTS: 6.5
Duolingo: 110

Applicants must provide a resume, goal statement, and two letters of professional reference to the School of Education, Counseling and Human Development. Once all material is received, it is reviewed by the program faculty. Students are assigned an admission status of “unconditional,” “conditional” or “not admitted.”