



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

Substantive Program Modification Form

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|-------------------------------|--|
| UNIVERSITY: | University of South Dakota |
| CURRENT PROGRAM TITLE: | Literacy Leadership and Coaching (Graduate Certificate) |
| CIP CODE: | 13.13.15 |
| UNIVERSITY DEPARTMENT: | School of Education |
| UNIVERSITY DIVISION: | Curriculum and Instruction |

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.

Elizabeth M. Freeburg 2/21/19
 Vice President of Academic Affairs or Date
 President of the University

1. This modification addresses a change in:

- | | |
|---|---|
| <input type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input checked="" type="checkbox"/> Other (explain below) Change of required coursework |

2. Effective date of change (enter catalog year): 2019-2020

3. Program Degree Level:

Associate Bachelor's Master's Doctoral

4. Category:

Certificate Specialization Minor Major

5. If a name change is proposed, the change will occur:

- On the effective date for all students
- On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name: _____

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Primary Aspects of the Modification (add lines or adjust cell size as needed):

| <i>Existing Curriculum</i> | | | | <i>Proposed Curriculum (highlight changes)</i> | | | |
|---|------|--|----------|--|------|--|----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| ELED | 888 | Administration and Leadership of Literacy Programs | 3 | Delete | | | |
| ELED | 883 | Research and Practice in Reading for ELL K-Adult | 3 | Delete | | | |
| ELED | 887 | Coaching and Mentoring Literacy | 3 | Delete | | | |
| ELED | 882 | History, Theory, and Development of American Reading Instruction | 3 | Delete | | | |
| | | | | ELED | 752 | Reading/Literacy Program Leadership and Change (1-3 cr) | 3 |
| | | | | ELED | 755 | Research and Practices in Reading in the Elementary School (2-3 cr) | 3 |
| | | | | ELED | 756 | Early Literacy Assessment and Intervention (1-3 cr) | 3 |
| | | | | ELED | 757 | Assessment, Diagnosis, and Interventions for Effective Reading Instruction | 3 |
| Total number of hours required for degree | | | 12 | Total number of hours required for degree | | | 12 |

7. Explanation of the Change:

The changes reflect current standards for Reading/Literacy Coach/Reading Specialists. Reading/Literacy Coach/Specialists evaluate practices and lead professional development in districts, assist teachers who are working with readers who struggle, and demonstrate effective teaching of struggling readers. The proposed changes keep focus on research and practice (ELED 755), coaching and leadership of literacy programs – including evaluation of best interventions and leading professional development (ELED 752), and enhance attention to assessment and interventions across K-12 (ELED 756 & ELED 757). Specifically, ELED 883 is replaced with ELED 755, a very similar course which is focused on elementary readers rather than K-Adult readers. ELED 888 is replaced with ELED 752, a similar course that is focused on literacy program leadership and administration. The reading history and coaching courses are deleted (ELED 882, 887), and replaced with courses that focus more specifically on literacy assessment, diagnosis, and intervention (ELED 756, 757), which is more in keeping with trends in the field. Additionally, the suggested changes are courses that are offered in a 12-month rotation and have strong records of meeting enrollment requirements, reducing the need for multiple courses of similar content and increasing efficiency.