

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – C (5)**  
**DATE: March 29-30, 2023**

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**SUBJECT**

**New Graduate Certificate Request – USD – Dyslexia**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests authorization to offer a Dyslexia graduate certificate. The proposed certificate would prepare practicing teachers to effectively teach and meet the needs of readers with dyslexia. Teachers with the certificate would possess the knowledge and skills needed to help close the persistent achievement gap between readers with dyslexia and typical readers. These gaps often lead to lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lower college attainment among readers with dyslexia.

**IMPACT AND RECOMMENDATION**

USD plans to offer the certificate in Dyslexia on campus and online. USD does not request new state resources. No new courses will be required.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: USD – Dyslexia

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**DRAFT MOTION 20230329\_5-C(5):**

I move to authorize USD to offer a Dyslexia graduate certificate, as presented.



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

**New Certificate**

<b>UNIVERSITY:</b>	<b>USD</b>
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Dyslexia Graduate Certificate</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>May 2023</b>
<b>PROPOSED CIP CODE:</b>	<b>13.1315</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Teacher Residency &amp; Education</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>UTRE</b>
<b>UNIVERSITY DIVISION:</b>	<b>SOE</b>
<b>BANNER DIVISION CODE:</b>	<b>2E</b>

<b>x</b>	<p><b><u>Please check this box to confirm that (place an “X” in the left box):</u></b></p> <ul style="list-style-type: none"> <li>• The individual preparing this request has read <a href="#">AAC Guideline 2.7</a>, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.</li> <li>• 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.</li> </ul>
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**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
<i>President or Chief Academic Officer of the University</i>	

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)**

Undergraduate Certificate	x	Graduate Certificate
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**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.**

The purpose of this certificate is to prepare practicing teachers to effectively teach and meet the needs of readers with dyslexia. The persistent achievement gap poses serious consequences and challenges for readers with dyslexia, such as lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lower college attainment.

**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.**

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

BHSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:4</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:5</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:6</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1:10:3</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1:10:2</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1:10:1</a>

[Board of Regents Strategic Plan 2014-2020](#)

The USD School of Education has a MA in Elementary Education with a specialization in Reading Specialist/Literacy Coach.

- 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.**

There currently exists a gap between readers with dyslexia and typical readers. This achievement gap poses serious consequences for readers with dyslexia, such as lower rates of high school graduation, higher levels of unemployment, and lower earnings because of lower college attainment<sup>1</sup>. Most children can succeed in school with tutoring and specialized instruction aligned to their unique needs; therefore, it is critical that elementary teachers are prepared to implement effective reading instruction and interventions early as it offers the potential to reduce the achievement gap between dyslexic and typical readers<sup>234</sup>. The courses included in this graduate certificate program provides elementary teachers the foundational knowledge and skills to effectively meet the needs of dyslexic and struggling learners.

- 5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The intended audience for this certificate program is current elementary teachers.

## **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?**

This certificate is intended to provide certified Elementary teachers with the knowledge and skills to use assessment to identify struggling readers with dyslexia and use assessment data to design and deliver effective interventions and instruction matched to student need. The certificate will not add an additional endorsement on a teaching certificate.

<sup>1</sup> Ferrer, E. , Shaywitz, B. A., Holahan, J.M., Marchione, K.E., Michaels, R., & Shaywitz, S.E. (2015). Achievement gap in reading is present as early as first grade and persists through adolescence. *The Journal of Pediatrics*, 167(5): 1121.

<sup>2</sup> Mather, N. & Welding, B. J. (2012). *Essentials of Dyslexia assessment and intervention*. John Wiley & Sons.

<sup>3</sup> Moats, L.C. (1999). *Teaching reading is rocket science: What expert teachers know and should be able to do (Item No. 39-0372)*. American Federation of Teachers.

<sup>4</sup> Moats, L.C. & Dakin, K.E. (2008). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association.

**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.**

This certificate would be valued added to the following programs:

- Elementary Education, Master of Arts;
- Special Education, Master of Arts;
- Curriculum and Instruction, Doctor of Education;
- Speech – Language Pathology, Master of Arts.

**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.**

This certificate is stackable with the ELED MA Reading Specialist/Literacy Coach Specialization. All 12 credits can apply towards either a required or elective credit.

- 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)
ELED	757	Assessment and Interventions for Struggling and Dyslexic Readers	None	3	No
ELED	781	Theoretical Foundations of Literacy and Dyslexia	None	3	No
ELED	795	Practicum	None	3	No
SPED	731	Educating Students with Learning Disabilities	None	3	No
Subtotal				12	

**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.**

Describe typical and atypical language development and the ways in which learning disabilities can interact with an individual’s understanding and use of language. Demonstrate the skill of observing and recording reading and writing behaviors of children.

Demonstrate knowledge in how to design and monitor a system of on-going assessments to determine changes in literacy over time for struggling readers and writers, and for students with learning disabilities.

Determine the ways in which the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language relate.

Collaborate with school-based educators in selecting and implementing literacy instructional practices and interventions.

Administer, interpret, communicate, and use data for decision making about student assessment, instruction, intervention, and evaluation for individuals and groups of students.

**B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.** *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome	Program Courses that Address the Outcomes			
	ELED 757	ELED 781	ELED 795	SPED 731
Describe, select, and implement literacy assessments to assess literacy performance and identify the needs of struggling readers, writers, and students with learning disabilities.	x		x	x
Describe typical and atypical language development and the ways in which learning disabilities can interact with an individual's understanding and use of language.		X		x
Describe, select, and implement evidence-based practices and interventions for struggling readers, writers, and students with learning disabilities.	x			x
Demonstrate the skill of observing and recording reading and writing behaviors of children.			x	x
Demonstrate knowledge in how to design and monitor a system of on-going assessments to determine changes in literacy over time for struggling readers and writers, and for students with learning disabilities.	x			x
Determine the ways in which the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language relate.		X		
Collaborate with school-based educators in selecting and implementing literacy instructional practices and interventions.			x	
Administer, interpret, communicate, and use data for decision making about student assessment, instruction, intervention, and evaluation for individuals and groups of students.			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-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)?**

	<b>Yes/No</b>	<b><i>Intended Start Date</i></b>
<b>On campus</b>	No	

	<b>Yes/No</b>	<b><i>If Yes, list location(s)</i></b>	<b><i>Intended Start Date</i></b>
<b>Off campus</b>	No		

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 Internet Asynchronous  018 Internet Synchronous	<b>May 2023</b>
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

**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)?**

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods</i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery (online/other distance delivery methods)</b>	No		