



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

New Course Request

SDSU	SDSU College of Education and Human Sciences / School of Education, Counseling and Human Development
Institution	Division/Department
Dennis D. Hedge	3/4/2025
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
EDFN 774	Implementing Literacy Coaching Cycles	1

Course Description
This course explores the role of structured coaching cycles in driving instructional improvement and fostering teacher growth. Participants will examine evidence-based coaching models, develop skills in goal-setting and feedback, and learn how to use data to guide coaching conversations. Emphasis will be placed on building collaborative relationships, supporting reflective practice, and sustaining meaningful instructional change. By the end of the course, participants will be equipped to implement coaching cycles that empower educators and improve student outcomes.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

Common Course Indicate universities that are proposing this common course:
 BHSU DSU NSU SDSMT SDSU USD

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

No. Schedule Management, explain below: This course will be offered on a rotating year and semester schedule. It is not anticipated that additional faculty will be needed to deliver this course.

3.2. Existing program(s) in which course will be offered: Curriculum and Instruction (M.Ed.) - Literacy Instructional Coaching Specialization, Literacy Instructional Coaching Certificate

3.3. Proposed instructional method by university (as defined by AAC Guideline 5.4): R - Lecture

3.4. Proposed delivery method by university (as defined by AAC Guideline 5.5): 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 029 - Hybrid Online, 030 - Hybrid F2F

3.5. Term change will be effective: Fall 2025

3.6. Can students repeat the course for additional credit? Yes, total credit limit: No

3.7. Will grade for this course be limited to S/U (pass/fail)? Yes No

3.8. Will section enrollment be capped? Yes, max per section: No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? Yes No

3.10. Is this prefix approved for your university? Yes No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. **University Department:** SDSU: School of Education, Counseling and Human Sciences; DSU: Education

4.2. **Banner Department Code:** SECH, DEDU

4.3. **Proposed CIP Code:** 13.0301

Is this a new CIP code for the university? Yes No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>Evan Ortlieb</u> Request Originator	<u>Evan Ortlieb</u> Signature	<u>11/24/2024</u> Date
<u>Anne Karabon</u> Department Chair	<u>Anne Karabon</u> Signature	<u>11/24/2024</u> Date
<u>Evan Ortlieb</u> School/College Dean	<u>Evan Ortlieb</u> Signature	<u>11/24/2024</u> Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course explores the role of structured coaching cycles in driving instructional improvement and fostering teacher growth. Participants will examine evidence-based coaching models, develop skills in goal-setting and feedback, and learn how to use data to guide coaching conversations. Emphasis will be placed on building collaborative relationships, supporting reflective practice, and sustaining meaningful instructional change. By the end of the course, participants will be equipped to implement coaching cycles that empower educators and improve student outcomes. This coursework supports literacy instructional coaches to develop the ability to become teacher leaders and support literacy acquisition within schools and complex educational contexts. The science of reading serves as a basis for additional learning that most teachers need to address the literacy challenges of today.

2. Note whether this course is: Required Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 25
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Existing faculty and/or adjuncts with doctoral degrees will be teaching the course.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
Facilities are adequate and no special equipment is needed for this course.
8. Note whether adequate library and media support are available for the course.
Adequate library and media support is available.
9. Will the new course duplicate courses currently being offered on this campus? Yes No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A