

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Program Proposal Cover Sheet

<p>1. Institution Longwood University</p>	<p>2. Program action (Check one): New program proposal <u> X </u> Spin-off proposal <u> </u> Certificate proposal <u> </u></p>
<p>3. Title of proposed program Reading, Literacy, and Learning</p>	<p>4. CIP code 13.1315</p>
<p>5. Degree designation Master of Education, M.Ed.</p>	<p>6. Term and year of initiation Fall 2014</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program Master of Science, Education Major, Concentration in Literacy and Culture</p> <p>7b. CIP code (existing program) 13.0101</p>	
<p>8. Term and year of first graduates Spring 2015</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s) This is not a collaborative or joint program.</p>	
<p>12. Location of program within institution (complete for every level, as appropriate). Departments(s) or division of <u> Education and Special Education </u> School(s) or college(s) of <u> College of Education and Human Services </u> Campus(es) or off-campus site(s) <u> Farmville </u> Distance Delivery (web-based, satellite, etc.) Program is delivered at off-site locations at the request of school divisions across the Commonwealth.</p>	

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Mrs. Kathy K. E. Charleston, 434-395-2255, charlestonke@longwood.edu
Dr. Gretchen L. Braun, 434-395-2013, braungl@longwood.edu

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DESCRIPTION OF THE PROPOSED PROGRAM

Program Background

The Master of Education in Reading, Literacy, and Learning at Longwood University in Farmville is sponsored by the Department of Education and Special Education, which is housed in the College of Education and Human Services. Implementation is proposed for the Fall 2014 semester. The purpose of the program is to prepare teachers to be PreK-12 reading specialists and literacy coaches.

Literacy and Culture has been offered as a concentration in the Master of Science in Education at Longwood University since Fall 1976. At the strong encouragement of SCHEV based on the number of concentrations located under Longwood's Master of Science in Education umbrella (General CIP code 13.0101) and based on the strength of the program, Reading, Literacy, and Learning is proposed as a stand-alone program.

Longwood University has a long history in Virginia of offering a nationally recognized program for the preparation of teachers seeking to become reading specialists and literacy coaches. Enrollment and graduation rates are strong. The Integrated Postsecondary Education Data System now offers a CIP code, 13.1315, for Reading Teacher Education (<http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=13.1315>), defined as "A program that prepares individuals to diagnose reading difficulties and to teach reading programs at various educational levels." Longwood's program would appropriately fit under this CIP code.

The proposed Master of Education in Reading, Literacy, and Learning is fully aligned with the 2010 *IRA Standards Reading Specialist/Literacy Coach* (http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role5.aspx). The degree of Master of Education in Reading, Literacy, and Learning aligns more readily with the true course of study for our graduates.

Mission

"Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement."
(<http://www.longwood.edu/president/4731.htm>)

The mission of Longwood's Reading, Literacy, and Learning program is to provide teachers the opportunity to investigate research-based theories in reading and literacies, put theory into effective practice, and to examine their influences on learning.

The mission of the Reading, Literacy, and Learning preparation program is directly linked to the University's mission of developing citizen leaders and fostering excellence. Graduates of the

program are leaders in their respective PreK-12 schools and in the reading specialist/literacy coaching field across the state. The program's mission also aligns with the University's mission of public service: Since its inception in 1976, students from a variety of state school districts have completed the Longwood reading specialist/literacy coach preparation program (i.e., Amelia, Appomattox, Bedford, Brunswick, Buckingham, Campbell, Chesterfield, Fairfax, Goochland, , Halifax, Hanover, Henrico, King William, Lunenburg, Lynchburg, Mecklenburg, Nottoway, Prince Edward, Richmond City, South Hill, etc.), several of which have been at the request of the school division (i.e., Chesterfield and Powhatan).

Online Delivery

Courses in Longwood's reading specialists/literacy coach preparation program are offered in hybrid format, combining face-to-face Saturday sessions with online work completed using Canvas, the University's learning management system. This format works well for our students, the majority of whom work full-time.

Accreditation

Longwood University is accredited by the Southern Association of Colleges and Schools Commission on Colleges and is currently in the process of reaffirmation of accreditation with the SACSCOC on-site visit scheduled for March 2014. (<http://www.longwood.edu/sacs/46755.htm>)

The Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE) and the Virginia State Board of Education accredited the College of Education and Human Services in 2012.

(http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/approved_teacher_ed_programs.pdf)

Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE, and the Virginia State Board of Education recently accredited the Literacy and Culture program in 2010.

The Literacy and Culture Program is nationally recognized by the International Reading Association (IRA). (<http://www.ncate.org/tabid/165/default.aspx>)

Advisory Board

There is no advisory board to the reading specialist/literacy coach preparation program.

Admissions Criteria

Admissions criteria to the institution and for the degree program are the same and are as follows:

Graduate Admission Requirements

- Graduate of a four-year regionally accredited college or university.
- A minimum, overall undergraduate GPA of 2.75 (on a 4.0 scale) unless specified otherwise below. If not, either a minimum mean score on 2 out of 3 parts (verbal, quantitative, analytical writing) of the General GRE test OR a GPA of 3.5 on 6 hours of

Longwood graduate courses that are part of the degree program to which the applicant is applying taken as a non-degree registrant within the last 12 months.

- Submit a 500 word or more personal essay in which you discuss your reasons for seeking graduate education.
- Submit a minimum of two recommendations related to your competence and effectiveness in your academic and professional work.

Additional Program Specific Requirements:

- *Education degree or professional endorsement* programs - A valid Virginia Collegiate Professional Teaching license or equivalent from another state is required as a prerequisite.

Target Population

The target population for the Master of Education in the Reading, Literacy, and Learning program includes working professionals who wish to earn a degree in the reading specialist/literacy coaching field. The purpose of the program is to prepare teachers to work as PreK-12 school reading specialists/literacy coaches.

Curriculum

Curriculum for the Reading, Literacy, and Learning program is as noted below. All courses are considered new since (1) course prefixes will change (from EDUC in the current program to READ in the new program) and (2) program faculty have utilized this opportunity to update and revise course titles, descriptions, and curriculum. All courses are delivered both on campus and on-site in partnering school divisions.

The Master of Education in the Reading, Literacy, and Learning program follows the 2010 revised *Standards for Reading Professionals* from the International Reading Association (IRA) and the Virginia Department of Education *Licensure Regulations for School Personnel*. The program is nationally recognized by IRA and the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Virginia Department of Education. Coursework prepares individuals to meet the varied roles required of a reading specialist/literacy coach in the 21st century, including classroom teaching, coaching, school reading program implementation, professional development leadership, resource support, and advocacy for students who struggle with reading.

The concept of the reading specialist/literacy coach as a catalyst for academic achievement is emphasized across three key themes running throughout the program. First, working with students who struggle with reading is seen as a primary responsibility. Second, the reading specialist/literacy coach supports teacher learning through coaching, collaboration, and the provision of support to related staff (administrators, teachers, community members) including ongoing professional development. Third, the reading specialist/literacy coach exhibits leadership characteristics by developing, administering, or evaluating school and/or district PreK-12 reading and writing programs. Successful completion of this program meets current eligibility requirements for the Virginia Postgraduate Professional License with an endorsement as reading specialist put forth by the Virginia Board of Education (http://www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf).

Candidates entering this program must possess a valid Virginia Collegiate Professional License or equivalent from another state.

Master of Education in Reading, Literacy, and Learning

CORE READING, LITERACY, AND LEARNING PROGRAM: (31 credits)

READ 510—Preventing Reading Difficulties (3)

READ 520—Teaching English Language Learners in a Multicultural Society (3)

READ 530—Intermediate to Middle School Literacy Instruction (3)

READ 550—Literacy & Learning in the Content Classroom (3)

READ 560—Developing Writers (3)

READ 620—Word Study: Phonics, Spelling, and Language Structure (3)

READ 650—Evaluation of Literacy Research (3)

READ 660—Evaluation and Applied Practicum in Emergent and Early Literacy (3)

READ 670—Evaluation and Applied Practicum in Intermediate/Adolescent Literacy (3)

READ 680—Developing Literacy Leaders (3)

READ 691—Professional Portfolio (1)

And one elective chosen from the following:

READ 535__Advanced Adolescent Literacy

READ 595—Special Topics (3)

READ 655—Action Research in Literacy (3)

READ 675__Methods for Teaching Multilingual Students PK-12 (3)

READ 685__Multicultural Curriculum and Instruction (3)

READ 695—Advanced Special Topics (3)

TOTAL PROGRAM HOURS REQUIRED: 34

Practicum Coursework includes READ 670—Evaluation and Applied Practicum in Emergent and Early Literacy and 680—Evaluation and Applied Practicum in Intermediate/Adolescent Literacy.

READ 691, Professional Portfolio, provides the culminating experience for the program. Students unable to pass the portfolio may revise and resubmit **no later than** one semester after the original evaluation.

See Table of Comparison of current Master of Science in Education, Concentration in Literacy and Culture to Master of Education in Reading, Literacy, and Learning in Appendix A.

See Sample Plan of Study in Appendix B.

See Course Descriptions for new and existing courses in Appendix C.

Student Retention and Continuation Plan

Students enrolled in the Master of Education in the Reading, Literacy, and Learning program are mainly working professionals who are committed to doing well in their coursework and to completing the program. When a student is admitted to the program, (s)he is assigned an

advisor. The advisor works closely with the student to develop a personalized plan/sequence of courses. Faculty members utilize a Four-Year Projected Course Sequence for advising, with all required program courses offered at least once a year. Advisees are automatically enrolled in an Advisees course within the Longwood learning management system, or Canvas. Reminders (i.e., registration deadlines, application for degrees, etc.) are frequently broadcasted to students through this Canvas course shell. The culminating project, the Professional Portfolio, is developed with the guidance of the advisor through the duration of the program and submitted for final review in READ 691.

University policy states that students are required to maintain a 3.0 GPA. Our students excel in their coursework and this is very seldom an issue. However, the following academic warning and dismissal policy for the University is in place:

ACADEMIC WARNING AND DISMISSAL POLICY

At the end of each semester, the College of Graduate and Professional Studies will review the cumulative grade point average (GPA) of all degree-seeking and professional endorsement graduate students and will identify those students whose cumulative GPA has fallen below 3.0 after a minimum of six graduate credit hours. Students whose cumulative GPA falls below 3.0 will be sent a letter advising them that they have been placed on academic warning and have until the end of the next term (in which they are enrolled in graduate classes at Longwood) to raise their cumulative GPA to a 3.0 or higher. Failure to raise the cumulative GPA to a 3.0 or higher will result in the student's dismissal from the Longwood graduate program. Under extenuating circumstances, appeals for exceptions to this academic policy may be presented to the Graduate Faculty Petitions Committee. Students must contact the College of Graduate and Professional Studies for information and deadlines for submitting an appeal.

http://www.longwood.edu/assets/graduatestudies/2012-2013fn_GraduateCatalog.pdf

Faculty

Longwood University has three full-time faculty members committed to the Master of Education in the Reading, Literacy, and Learning program. Dr. Gretchen Braun's research focuses on the preparation of reading specialists and literacy coaches to meet the need of diverse student populations, especially English language learners. Dr. Katherine Wiesendanger currently serves on the editorial board of 5 peer reviewed literacy journals and has published 3 books and over 50 articles in peer reviewed literacy journals. Dr. Wendy Snow's recent research focuses on the relationship between response to intervention efforts within primary classrooms and reading achievement.

In total, there are 22 full-time faculty members in the Department of Education and Special Education, three of whom (listed above) are dedicated to the required common core and restricted elective courses in the Master of Education in Reading, Literacy, and Learning. Additionally, one adjunct faculty teach courses for the reading specialist/literacy coach preparation program on a regular basis: Ms. Tamara Slater (Teacher Consultant for Elementary Schools, Chesterfield County Schools, VA).

Should additional faculty be required in the future, the required degree for potential hires would be a doctorate in education with a concentration in Reading/Literacy.

See Abbreviated CVs for Faculty in Appendix D.

Program Administration

At Longwood, a program faculty member serves as graduate program coordinator. The graduate program coordinator reports to the department chair. Dr. Gretchen Braun currently serves as program coordinator for the Literacy and Culture graduate program. The graduate program coordinator proposes course schedules to the department chair, coordinates the hiring of adjunct faculty members as needed, is responsible for reporting program assessment data to the University through WEAVEonline, and is responsible for writing program reports for accreditation/national recognition. Program coordinators are granted one course release per academic year as compensation for completion of administrative duties.

Student Assessment

Longwood University requires regular assessment of student learning. As a program housed within a unit accredited by CAEP (formerly NCATE), program review is based on student performance on key assessments demonstrating mastery of the Specialty Professional Association (in this case, IRA) standards. The program collects and reports data on eight key assessments, which are administered across core program courses. Student performance data are reported to the University through WEAVEonline on an annual basis. Our next program report is due to CAEP in 2016.

To be employed as reading specialist/literacy coach in Virginia, an individual must be licensed as a reading specialist PreK-12 by the Virginia Department of Education. Our preparation program is fully approved by the Virginia Department of Education. (http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/approved_teacher_ed_programs.pdf)

Candidates completing our program demonstrate competence in areas such as those listed in this representative job ad from Loudoun County (VA) Public Schools:

The Reading Specialist/Literacy Coach candidate must have a history of successful teaching (especially in the area of reading) with at-risk learners; effective organization and administrative management skills, including use of technology. Experience and/or enthusiasm for peer leadership opportunities and professional development required. Candidates will work with the principal and faculty to determine the school's strengths and challenges in the area of literacy in order to improve student reading, writing, and communication skills and content area achievement; work with teachers individually or in a collaborative team to provide a full range of reading, writing, and communication strategies; observe and provide feedback to teachers on instruction related to literacy development; remain current with scientific based reading research (SBRR); provide professional development to teachers in order to enhance students' reading,

writing, and communication skills; model integration of literacy strategies and best practices; administer standardized assessments in reading.

Responsibilities:

- To keep current with educational research as it relates to literacy development.
- To summarize and disseminate the key concepts from this research to the faculty at regular intervals.
- To incorporate SBBR best-practice into the instructional model
- To administer pre- and post-tests in the areas of reading to all enrolled students
- To distribute assessment data to the teaching staff in a usable, organized, and electronic format
- To deliver Professional Development (PD) to teachers at regular intervals and attending PD as appropriate
- To model integration of literacy strategies and best practices
- To foster a school-wide climate of literacy and learning
- To provide support for teachers as they work to enhance the reading, writing, and communication skills of all students
- To provide targeted and aggressive remediation to students in the greatest need
- To encourage and support opportunities for the independent literacy development of students outside school hours

Program Assessment

Longwood University's Literacy and Culture graduate program has been successfully preparing teachers to be reading specialists since 1976. The program report submitted for review in March 2010 retained the Literacy and Culture program's National Recognition. The program's mission of preparing reading specialists/literacy coaches as reflective citizen leaders—who are (1) grounded in content and best practice and (2) positively impact student achievement and the school educational environments—directly aligns with the University's mission of developing citizen leaders and fostering excellence.

Graduates of our program find employment as school reading specialists/literacy coaches with ease. School divisions frequently contact us when they have positions open (see Appendix E for sample emails from school divisions) and employers indicate that they are fully satisfied with our graduates' job performance (see Appendix F).

Benchmarks of Success

As noted above, our program has a long history of success. Since 2009, 160 students have successfully graduated from our program. A number of benchmarks are used to measure the success of our program.

Because our enrollment includes a large percentage of students already under teaching contracts with school divisions, determining the percentage of job placements upon graduation is challenging. We do, however, maintain records of those who, foregoing a full-time teaching placement, complete our program on a full-time basis. Since our initial offering of the full-time program just over two years ago, 100% (n=19) of these program completers have acquired full-time teaching contractual placements within 3 months of graduating.

Spin-Off

This program is not a spin-off degree program.

Expansion of Existing Programs

This program is an expansion of a concentration. No faculty will be added. We have revamped our curriculum to reflect current trends in reading specialist/literacy coach practices. No additional credit hours are required to complete the new degree.

We currently offer a Master of Science in Education, Concentration in Literacy and Culture (37 credit hours).

Current program requirements from the 2012-2013 University Graduate Catalog:

LITERACY AND CULTURE

Dr. Gretchen Braun, Program Coordinator
434.395.2013, braungl@longwood.edu

The concentration in Literacy and Culture is designed for teachers who wish to: (a) upgrade their knowledge and skills for teaching literacy in the PreK-12 classroom; (b) be an instructional specialist; and/or (c) work in alternative support programs. The program follows both the Standards for Reading Professionals published by the International Reading Association (IRA) and endorsed by the accreditation agency NCATE, as well as the Virginia Department of Education Licensure Regulations for School Personnel. Upon successful completion of this 37-hour program, a Master of Science in Education and eligibility to receive an endorsement as a Reading Specialist/Coach PreK-12 will be earned.

This degree provides teachers the opportunity to investigate research-based theories in reading and writing, put theory into effective practice, and examine how culture impacts literacy teaching and learning. The goal of this program is to produce competent teacher-leaders able to teach reading and writing across the curriculum within the parameters of research-based literacy techniques and assessments.

Students entering this program must possess a valid Virginia Collegiate Professional License or equivalent from another state. Applicants must also be currently employed in a school division and have the capacity to work directly with students in an educational setting as they proceed through the program. Students interested in pursuing licensure as a Reading Specialist in the Commonwealth of Virginia are advised to obtain and adhere to the regulations of the Virginia Department of Education (VDOE) (www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf) and to work with their school division's personnel department to determine eligibility. In addition to completion of this approved graduate level program, the VDOE requires passing scores on the RVE: Reading Specialist Assessment and at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility. Students should not attempt the RVE: Reading Specialist Assessment prior to the completion of EDUC 626.

NOTE: All applicants must meet with the program coordinator and create a course completion plan upon being admitted to the program.

PROGRAM REQUIREMENTS

EDUC 518 Teaching the Writing Process K-8 (3)
EDUC 520 Literacy Development and Cultural Awareness (3)
EDUC 524 Emergent and Early Literacy Instruction (3)
EDUC 525 Intermediate to Middle School Literacy Instruction (3)
EDUC 526 Evaluation of Literacy (3)
EDUC 527 Strategies for Students who Struggle with Literacy (3)
EDUC 530 Teaching Reading in the Content Area (3)
EDUC 531 Literacy Education: History and Issues (3)
EDUC 626 Practicum I: Analysis & Instruction in Literacy (3)
EDUC 645 Developing Leaders in Literacy (3)
EDUC 646 Practicum II: Leadership in Literacy (3)
EDUC 647 Professional Portfolio (1)
ELECTIVE COURSE (3) Select one course from the following:
EDUC 529 Teaching Comprehension Strategies (3)
EDUC 595 Special Topics (3)
OR another three-credit course approved by the advisor:
TOTAL HOURS REQUIRED 37

All candidates enrolled in our current program will be absorbed into the new program and will not be disadvantaged in any way. Adjustments and course substitutions will be made on an individual case basis, and students will finish within the time span originally planned.

As noted in Appendix A, the core of required courses for the Master of Education in Reading, Literacy, and Learning is 31 credit hours, which includes two 3-credit hour practicum courses in field placement settings. Additionally, candidates will complete a required 3-credit elective.

Relationship to Existing Degree Programs

The Master of Education in Reading, Literacy, and Learning will not compromise existing programs in any way. The current concentration is a stand-alone.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

JUSTIFICATION FOR THE PROPOSED PROGRAM

Response to Current Needs (Specific Demand)

Virginia Standards of Quality recommend that every public school in Virginia have a school reading specialist: **Standard 2. Instructional, administrative, and support personnel** requires that “each local school board shall employ the following reading specialist in elementary schools, one full-time in each elementary school at the discretion of the local school board.” Additionally, “state funding shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services.” (*Code of Virginia – Standards of Quality Effective July 1, 2012*. Retrieved from <http://www.doe.virginia.gov/boe/quality/>)

The Virginia Department of Education lists 17 Approved Educator Preparation Programs for Reading Specialists, each at the graduate level: (http://www.doe.virginia.gov/teaching/educator_preparation/college_programs/approved_teacher_ed_programs.pdf). In the state of Virginia, a master’s degree is required to be certified as a reading specialist. (www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf)

Longwood has offered a reading specialist preparation program at the graduate level since 1976.

The International Reading Association states: “For certification, a Reading Specialist/Literacy Coach Candidate must have the following:

- A valid teaching certificate
- Previous teaching experience
- A master’s degree with a concentration in reading and writing education
- Program experience that builds knowledge, skills, and dispositions related to working with students, supporting or coaching teachers, and leading the school reading program
- Typically, the equivalent of 21-27 graduate semester hours in reading, language arts, and related courses: The program must include a supervised practicum experience, typically the equivalent of 6 semester hours.”

“NOTE: The role of the Reading Specialist/Literacy Coach remains as one role because IRA expects to see evidence of both in this candidate: reading specialist and literacy coach.” (http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role5.aspx)

Six times in the last ten years the Virginia Department of Education has listed Reading Specialist (Graduate Level) as one of the Top Ten Critical Shortage Teaching Endorsement Areas in Virginia (2003-2004; 2004-2005; 2005-2006; 2006-2007; 2008-2009; 2009-2010) (http://www.doe.virginia.gov/teaching/workforce_data/). At Longwood, school divisions searching for licensed reading specialist contact us frequently. Additionally, school divisions contact us asking that we offer courses on site for them so that they can develop a qualified internal candidate pool. We have offered courses in Chesterfield and Powhatan continuously since 2003. We are beginning with South Hill and Spotsylvania County in fall 2013 and are speaking with another school division that potentially wants to begin courses in the spring.

Why Longwood?

Longwood has a strong, nearly 40-year history of preparing reading specialists, a solid reputation of excellence, and continuous accreditation/national recognition in the field since 1976.

Employment Demand

Graduates of this program are qualified to work as PreK-12 reading specialists/literacy coaches. Data available from the Bureau of Labor Statistics and the Virginia Employment Commission presents a picture of the employment outlook for the profession of reading specialists/literacy coaches as a whole. Specific data for reading specialists/literacy coaches is not available.

According to the U.S. Bureau of Labor Statistics (www.bls.gov), the outlook for instructional coordinators (including reading specialists/literacy coaches) is favorable in the coming years, projecting an employment increase of 20% between 2010-2020, faster than average for all occupations. This increase reflects the need for teachers with specialized knowledge in the field of reading due to the increasing demand placed on improving teacher effectiveness.

According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook <http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm>, job outlook for instructional coordinators (including reading specialists/literacy coaches) from 2010-2020, is 7%, with 10,800 job openings.

Quick Facts: Instructional Coordinators (including Reading Specialists)	
2010 Median Pay	\$58,830 per year \$28.28 per hour
Entry-Level Education	Master's degree
Work Experience in a Related Occupation	More than 5 years
On-the-job Training	None
Number of Jobs, 2010	139,700
Job Outlook, 2010-20	20% (Faster than average)
Employment Change, 2010-20	27,300

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20	
				Percent	Numeric
Instructional Coordinators	25-9031	139,700	166,900	20	27,300

U.S. Bureau of Labor Statistics (2013, September 15). *Occupational outlook handbook-instructional coordinators*. Retrieved from <http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm> - tab-6.

According to the Virginia Employment Commission, long term employment for instructional coordinators, for which reading specialists/literacy coaches qualify, in Virginia is positive.

Occupation	2010 Estimated Employment	2020 Projected Employment	Total 2010 - 2020 Employment Change	Annual Avg. Percent Change
Instructional Coordinators	3,729	4,659	930	2.3%
Total All Occupations	3,923,952	4,623,926	699,974	1.7%

(<https://www.vawc.virginia.gov>)

See Appendix E for job announcements and letters from prospective employers.

See Appendix F for letters of support from employers.

Student Demand

We regularly receive email inquiries regarding our program. In Appendix G, please find representative emails of support from prospective students.

Additional documentation of student demand is evident from current program admits, enrollment data, and program completers. Program admits are as follows: 2009-2010=**18**; 2010-2011=**58**; 2011-2012=**28**; 2012-2013=**34**; 2013-2014 to date=**15**.

Note: Demand tends to come at the request of school divisions where students begin and end together in cohort fashion. Enrollment numbers may fluctuate to accommodate the needs of the cohorts across school divisions. In 2011, one of our three full-time faculty members assumed another role in the university, leaving our program with two full-time faculty members. This opening was filled in 2012-2013, and we anticipate steady enrollment growth moving forward.

Enrollment data are as follow:

Year	Spring	Summer	Fall
2009			2
2010	6	10	26
2011	11	21	8
2012	6	14	12
2013	6	16	15

Program completers: The following data summarizes our degree completion rates for the past five years: 2009=**55**; 2010=**44**; 2011=**32**; 2012=**30**; 2013=**31**.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

Projected enrollment:

Year 1	Year 2	Year 3	Year 4 Target Year	Year 5 Target Year

DRAFT

						(2-year institutions)			(4-year institutions)		
2014 – 2015		2015 – 2016		2016 – 2017		2017- 2018			2018 – 2019		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
70		70		70				--	70		?

Jeannine/Virginia will get FTES

Assumptions:

Retention percentage: **Kathy will get withdrawal/drop rates from 2009 to 2012**

Full-time students 15%

Part-time students 85%

Expected time-to-graduation (years) for

Full-time students 1 year

Part-time students 4 years

Number of credit hours per semester for

Full-time students 12

Part-time students 3

Duplication

In searching the SCHEV degree inventory,

http://research.schev.edu/degreeinventory/inventory_3.asp only three comparable Virginia state programs are retrieved for CIP 13.1315, including Old Dominion University, Radford University, and Virginia Commonwealth University. Most likely, the bulk of state reading specialist/literacy coach preparation programs at other state institutions are included under the Education umbrella.

Below, find curriculum comparison with Old Dominion University, Radford University, and Virginia Commonwealth University.

Old Dominion University offers a Master of Science in Education—Reading Major, (see <http://ww2.education.odu.edu/eci/reading/masters.shtml>). This master’s degree requires completion of a minimum of 33 credits plus prerequisites as required by the adviser or graduate program director. It includes basic core courses similar to Longwood’s program, including coursework in reading across the curriculum, including diagnostic reading instruction, organizing and supervising reading program development, teaching literature and writing, word study, literacy and diversity, action research in reading, and one practicum course. There are two primary differences between the curriculum of the proposed Longwood program and ODU’s program: Longwood requires (1) completion of 6-hours of supervised practicum coursework, one 3-credit course each in an emergent/early reader practicum and in an intermediate/advanced reader practicum, and (2) a literacy research and methodologies course.

Radford University offers a Master of Science in Literacy Education, (see <http://www.radford.edu/content/cehd/home/departments/STEL/programs/master-literacy.html>). This master’s degree requires completion of a minimum of 33 credits plus prerequisites as required by the adviser or graduate program director. It includes basic core courses similar to Longwood’s proposed program, including coursework in research, administration and supervision of reading programs, content area reading, diagnosis and remediation, practicum, and alternative approaches to reading. The primary difference in curriculum of the proposed program and RU’s program is Longwood’s requirement of completion of an instructional writing course and the inclusion of a word study course.

Virginia Commonwealth University offers a Master of Education in Reading, (see http://www.pubapps.vcu.edu/bulletins/prog_search/?did=20194). This master’s degree requires completion of a minimum of 33 credits plus prerequisites as required by the adviser or graduate program director. It includes similar basic core courses in the analysis and correction of reading difficulties, organizing and implementing reading programs, internship/externship, and content area reading. The primary difference in the curriculum of the proposed program and VCU’s program is Longwood’s requirement of coursework in instructional writing, word study, and practicum placements specifically targeting both emergent/early and intermediate/adolescent readers.

Below, see comparison data for program enrollment and degree conferrals for this specific program.

Enrollments¹	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Old Dominion University	63	63	45	62	23
Radford University	9	33	28	27	13
Virginia Commonwealth University	26	16	12	11	5
Degrees Awarded²	2008-09	2009-10	2010-11	2011-12	2012-13
Old Dominion University	23	38	15	20	24
Radford University	27	3	11	11	2
Virginia Commonwealth University	19	16	14	10	10

Table1. Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

PROJECTED RESOURCE NEEDS

Since this program currently exists, no other programs will be compromised. Resources and faculty already in place will continue. Three full time faculty currently staff the program; based on **FTEs Virginia will have information for this one once we do headcounts and FTEs!**

The three full-time faculty members currently in place will continue in the program. No part-time faculty members are needed. Two adjunct faculty members, as noted in Appendix D, will be utilized as needed. A departmental secretary is provided and serves the three reading

¹ State Council of Higher Education for Virginia (SCHEV). *Fall Headcount Enrollment by Race/Ethnicity, Gender and Program Detail*. http://research.schev.edu/enrollment/E16_Report.asp. (Accessed 27 September 2013).

² State Council of Higher Education for Virginia (SCHEV). *Completion, Program Detail C1.2*. http://research.schev.edu/Completions/C1Level2_Report.asp. (Accessed 27 September 2013).

specialist/literacy coach program faculty members in addition to the other nineteen faculty members in the Department of Education and Special Education.

Targeted Financial Aid: No targeted financial aid is set aside. Graduate financial aid is in the form of loans. All graduate students are eligible to apply and those who qualify and are enrolled in at least half-time hours (4.5 hours per semester) are able to obtain loans. This program will have both full-time and part-time students.

Each faculty member in the reading specialist/literacy coach preparation program has access to a University-provided laptop and LCD projector. This is existing equipment, not a new purchase. Current library resources, both print and electronic, are sufficient for program needs. One of the academic librarians serves as our Library liaison: Frequent requests are made of the program faculty to submit suggested materials for purchase on a regular basis.

Current library resources, both print and electronic, are sufficient for program needs. One of the academic librarians serves as our Library liaison and requests suggestions for materials to purchase on a regular basis.

The University provides Canvas as our learning management system and WebEx as our asynchronous communication tool. Instructional technology support is available from the Digital Education Collaborative, housed in the University's College of Graduate and Professional Studies. Each faculty member has a phone in her office, and phone costs are covered by the Department of Education and Special Education. The University provides office space for each faculty member. Classroom space is provided as needed. No additional space needs are anticipated. No other resources are required.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE positions needed for the program Need help with this part!

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	Program Initiation Year 2014-2015		Expected by Target Enrollment Year 2018-2019	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00		0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year.

Part C: Estimated resources to initiate and operate the program
Kathy will ask Lissa for guidance on how to complete this one!

	Program Initiation Year 2014-2015		Expected by Target Enrollment Year 2018-2019	
	Full-time faculty	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total Personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs (specify)	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

Yes _____
Signature of Chief Academic Officer

No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2014-2015	Target enrollment year 2018-2019
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0	\$0
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0	\$0
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0	\$0
Other funding sources <i>(Please specify, to include extramural funding and philanthropy, and note if these are currently available or anticipated.)</i>	\$0	\$0

2. Statement of Impact/Other Funding Sources.

Reallocation within the department

There will be no reallocation of resources or funding within the department. There will be continued use of funds and resources currently allocated.

Reallocation within the school or college

There will be no reallocation of resources or funding within the college. There will be continued use of funds and resources currently allocated.

Reallocation within the institution

There will be no reallocation of resources or funding within the University. There will be continued use of funds and resources currently allocated.

Other funding sources

Ask for Lissa's help as to what might go here?

Travel?

Copying?

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

 X Agree _____
Signature of Chief Academic Officer

 Disagree _____
Signature of Chief Academic Officer

Appendices

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Appendix A READING AND LITERACY PROGRAM COMPARISONS, CURRENT TO PROPOSED

Master of Science in Education, Concentration in Literacy and Culture	Master of Education in Reading, Literacy, and Learning
EDUC527 Strategies for Students Who Struggle With Literacy (3)	READ510 Preventing Reading Difficulties (3)
EDUC520 Literacy Development & Cultural Awareness (3)	READ520 Teaching English Language Learners in a Multicultural Society (3)
EDUC525 Intermediate to Middle School Literacy (3)	READ530 Intermediate to Middle School Literacy Instruction (3)
EDUC530 Teaching Reading in the Content Area (3)	READ550 Literacy & Learning in the Content Classroom (3)
EDUC518 Teaching the Writing Process K-8 (3)	READ560 Developing Writers (3)
	READ620 Word Study: Phonics, Spelling, and Language Structure (3)
EDUC526 Evaluation of Literacy (3)	READ650 Evaluation of Literacy Research (3)
EDUC 524 Emergent and Early Literacy Instruction (3)	READ660 Evaluation and Applied Practicum in Emergent/Early Literacy (3)
EDUC626 Practicum I: Analysis and Instruction in Literacy (3)	READ670 Evaluation and Applied Practicum in Intermediate/Adolescent Literacy (3)
EDUC645 Developing Literacy Leaders (3)	READ680 Developing Literacy Leaders (3)
EDUC647 Professional Portfolio (1)	READ691 Professional Portfolio (1)
ELECTIVE COURSE (3) Select <u>one</u> course from the following: EDUC529 Teaching Comprehension Strategies (3) EDSL595 Special Topics (3) <i>EDUC531 Literacy Education: History and Issues (3)</i> <i>Combined with EDUC 645</i> <i>EDUC646 Practicum II: Leadership in Literacy (3)</i> <i>Components incorporated throughout program</i>	ELECTIVE COURSE (3) Select <u>one</u> course from the following: READ595 Special Topics (3) READ635 Advanced Adolescent Literacy READ655 Action Research in Literacy (3) READ675 Methods for Teaching Multilingual Students PK-12 (3) READ685 Multicultural/Multilingual Curriculum and Instruction (3) READ695 Advanced Special Topics (3)
TOTAL HOURS REQUIRED 37	TOTAL HOURS REQUIRED 34

Appendix B –Sample Plan of Study

TOTAL CREDIT HOURS 34

Sample Plan of Study for Full-Time Students

Students in our program work full-time and complete graduate coursework on a part-time basis.

Year	Summer	Fall	Spring
1	READ520 READ550 READ530 READ595	READ620 READ660 READ560 READ510	READ650 READ670 READ680 READ691

TOTAL CREDIT HOURS 34

Sample Plan of Study for Part-Time Students

Many students in our program work full-time and complete graduate coursework on a part-time basis.

Year	Summer	Fall	Spring
1	READ595	READ510	READ650
2	READ530	READ620	READ680
3	READ520	READ660	READ670
4	READ550	READ560	READ691

Appendix C – Course Descriptions

Existing Courses—Description of Required Common Core Courses

EDUCATION 518. *Teaching the Writing Process K-8*. This course focuses on the writing development of primary through middle school children, and on ways teachers can encourage and respond to student writing, assess writing and writing growth, and use writing as a means of learning. Selections from a variety of genre, including children’s and young adult’s literature, will be examined as exemplary models of writing and as classroom resources. 3 credits.

EDUCATION 520. *Literacy Development and Cultural Awareness*. A course designed to help teachers and/or reading specialists in the PreK-12 classroom view literacy practices as interactions, values, and beliefs as well as reading, writing, listening, and speaking. Culture and its impact on literacy development and success in the classroom will be emphasized. 3 credits.

EDUCATION 524. *Emergent and Early Literacy Instruction*. Application of child development and language acquisition knowledge in making effective and appropriate decisions about early childhood and elementary school literacy practices will be examined for both emergent and early literacy learners. 3 credits.

EDUCATION 525. *Intermediate to Middle Grade Literacy Education*. Examining current research of the developmental, cognitive, and instructional variations in grades 4 through 9, candidates will study how to put research into practice with synthesis that represents the current thinking in the field. 3 credits.

EDUCATION 526. *Classroom-based Literacy Assessment*. Focusing on using benchmarks within the literacy developmental process, candidates learn how to authentically assess literacy during the act of teaching and how to use assessment to design effective instruction. Various assessments that are conducive to the classroom will be examined and applied. Prerequisites: at least six (6) credit hours from the Literacy and Culture program requirements or permission from advisor. The course should be taken the semester prior to taking EDUC 626. 3 credits.

EDUCATION 527. *Strategies for Students who Struggle with Literacy*. Helping all students to become effective, strategic readers that read and write purposefully with enthusiasm is one of the greatest challenges facing classroom teachers today. This course is designed to assist teachers in implementing a wide variety of teaching techniques to monitor and support student’s literacy development. 3 credits.

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EDUCATION 530. ***Teaching Reading in the Content Area.*** This course provides the graduate student with an analysis of skills and strategies for facilitating content area reading and writing in intermediate grades, middle school, high school, and with developmental college students. 3 credits

EDUCATION 531. ***Literacy Education: History and Issues.*** The focus of this course is to study the historical and philosophical perspectives of literacy educational practices. Past and current literacy issues, and their historical and philosophical roots, will be discussed. Key researchers in the field of literacy education will be examined. Prerequisites: at least six (6) hours from the Literacy & Culture program requirements or permission of advisor. 3 credits.

EDUCATION 626. ***Practicum I: Analysis & Instruction in Literacy.*** This is a supervised literacy practicum requiring students to utilize specific literacy assessments learned in EDUC 526 to design and implement instruction for a selected child. An emphasis is placed on the instructional practices and professional decision making used for competency in assisting struggling readers and writers. Candidates conduct this instruction in their own classrooms or in specified field settings.

EDUCATION 645. ***Developing Leaders in Literacy.*** This course explores the evolving role of the reading specialist/coach in schools. Current research, procedures, and requirements for exemplary reading programs will be analyzed. Theoretical principles and practices for effective program development and leadership in the field of literacy that include assessment, staff development, community outreach, reading material selection, and the evolving roles and responsibilities of reading personnel will be addressed. Prerequisite: EDUC 626. 3 credits.

EDUCATION 646. ***Practicum II: Leadership in Literacy.*** This course is designed to build upon the content of EDUC 645 and prepare reading specialists/coaches for their role as school leaders in literacy. With a focus on the International Reading Association's Standards for Reading Professionals, graduate candidates will demonstrate skills in professional development, literacy program design and supervision, coaching teachers in design and implementation of effective literacy instruction, and professional leadership in the area of literacy by requiring experiences in coaching and program supervision. Candidates will demonstrate skills in professional development, literacy program design and supervision, coaching teachers in design and implementation of effective literacy instruction, and professional leadership in the area of literacy. Prerequisite: EDUC 626. 3 credits.

EDUCATION 647. ***Professional Portfolio.*** Each candidate in the Literacy and Culture program will present a Professional Portfolio as the program exit requirement and culminating experience. Candidates will enroll in one (1) credit. Continuous enrollment is required until completion with a maximum of one credit with the grade of P counted toward degree requirements. Grading is Pass (P)/Satisfactory Progress (SP)/Not Pass (NP). Prerequisite: EDUC 626. 1 credit.

ELECTIVES for Existing Courses

EDUCATION 529. *Teaching Comprehension Strategies*. This course offers an overview of the reading comprehension process and explores instructional techniques that can help students become proficient in using comprehension strategies to understand and appreciate both narrative and expository texts. 3 credits.

EDUCATION 595. *Special Topics*. Topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

NEW COURSES—Description of Required Common Core Courses

READ 510. *Instruction for the Prevention of Reading Difficulties*. Helping all students to become effective, strategic readers that read and write purposefully with enthusiasm is one of the greatest challenges facing classroom teachers today. This course is designed to assist teachers in implementing a wide variety of teaching techniques to monitor and support student's literacy development. 3 credits.

READ 520. *Teaching English Language Learners in a Multicultural Society*. This course focuses on the concepts and practical skills English Language Learners (ELL) students need to acquire literacy in English. Methods and strategies for planning, implementing, and assessing reading and writing instruction for all ages and levels of ELL students will be explored. Emphasis is on effective instruction that is appropriate for English Language Learners, an understanding of the cultural contexts of the in-school and out-of-school environment, and intercultural communication. (3 credits)

READ 530. *Intermediate to Middle Grade Literacy Education*. Examine current research on the developmental, cognitive, and instructional variations in grades 4 through 8. Candidates study how to put research into practice that represents current thinking in the field. Multiple literacies and culturally responsive instruction explored. 3 Credits

READ 550. *Literacy and Learning in the Content Area*. This course provides the graduate student with an analysis of skills and strategies for facilitating content area reading and writing in intermediate grades, middle school, high school, and with developmental college students. 3 credits

READ 560. ***Developing Writers.*** Theories of writing are used to inform instructional practices and routines for diverse learner populations in primary through adolescent classrooms. Exemplary traditional, digital, and online print resources will be examined as tools for encouraging writing development. The course provides opportunities for participants to develop as both writers and teachers of writers. 3 credits.

READ 620. ***Word Study: Phonics, Spelling, and Language Structure.*** This course explores the role of spelling in literacy development from emergent to mature learners. Phonemic awareness, alphabet, phonics, spelling, vocabulary instruction, and the role of language are explored as integral components of literacy development. Informal spelling assessments are emphasized for their utility in informing instructional practice. 3 credits.

READ 650. ***Evaluation of Literacy Research.*** This course is designed to assist students in understanding the historical and current research associated with theories of language and literacy development. Studies exhibiting exemplary adherence to standards of quality in reading research methodologies, in addition to their utility in advancing our understanding of literacy, will be reviewed. 3 credits.

READ 660. ***Evaluation and Applied Practicum in Emergent/Early Literacy.*** With an emphasis on emergent and early readers, diagnostic assessments will be administered and evaluated for their value in improving literacy instruction. Comprehensive literacy lessons—including the areas of word knowledge (phonological awareness, phonics, spelling, and alphabet), reading fluency, comprehension, vocabulary, and writing—will be designed and delivered in a field placement (minimum of 20 hours). Both in-class and supervised practicum based experiences are required. Prerequisite: Completion of at least 6 READ credit hours or permission of instructor. Supervisory fee—\$25.00 per credit hour. 3 credits.

READ 670. ***Evaluation and Applied Practicum in Intermediate/Adolescent Literacy.*** With an emphasis on intermediate and adolescent readers, diagnostic assessments will be administered and evaluated for their value in improving literacy instruction. Comprehensive literacy lessons will be designed and delivered in a field placement (minimum of 20 hours) to assist a struggling reading and writer. Both in-class and supervised practicum based experiences are required. Prerequisite: Completion of at least 6 READ credit hours including READ 620 or permission of instructor. Supervisory fee—\$25.00 per credit hour. 3 credits.

READ 680. ***Developing Leaders in Literacy.*** This course explores the evolving roles of reading specialists and literacy coaches in schools. Candidates will investigate models and strategies for assuming the leadership responsibilities of literacy specialists, including mentoring; staff development; school-wide literacy program development and assessment; supporting the action research of teachers;

and developing partnerships with parents and community volunteers. To prepare candidates to assess and select instructional materials, a survey of historical approaches to teaching literacy in the United States is included. Prerequisite: EDUC 626. 3 credits.

READ 691. **Professional Portfolio.** Each candidate in the Literacy and Culture program will present a Professional Portfolio as the program exit requirement and culminating experience. Candidates will enroll in one (1) credit. Continuous enrollment is required until completion with a maximum of one credit with the grade of P counted toward degree requirements. Grading is Pass (P)/Satisfactory Progress (SP)/Not Pass (NP). Prerequisite: READ 680. 1 credit.

ELECTIVES for New Courses

READ 595. **Special Topics.** Topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

READ 635. **Advanced Adolescent Literacy.** This course provides students an opportunity to actively examine and evaluate instructional strategies and practices for literacy instruction at the middle childhood and adolescence levels. Multiliteracies, electronic text, visual literacy, and social media are explored. 3 credits.

READ 655. **Action Research in Literacy.** This course focuses on research-based inquiry related to literacy in school-based settings. Participants will connect understandings of theoretical research to their development as practitioner researchers. After identifying an area of study, participants will make a plan, collect and analyze data, report results, and develop implications for their future teaching practice and action research. Prerequisite: Completion of READ 650 or permission of instructor. 3 credits.

READ 675. **Methods for Teaching Multilingual Students PK-12** This course is designed for classroom teachers, reading specialists, and literacy coaches teaching English as a second language to PK-12 students. Students will become familiar with common linguistic concepts and terminologies; processes of first and second language acquisition; effective methods of teaching English as a second language to PK-12 students; and the impact of culture and power on language teaching and learning. 3 credits.

READ 685. **Multicultural/Multilingual Curriculum and Instruction.** This course examines approaches, methods, and techniques for teaching English as a second language. Focus is on design and use of approaches that are respectful of diversity and ethnic, cultural, and linguistic identities. Communication in multicultural/multilingual classrooms is studied. 3 credits.

READ 695. **Advanced Special Topics.** Topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

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Appendix D – Abbreviated CVs for Faculty

Abbreviated CVs for Core Faculty

Gretchen Braun, PhD, 2005, Virginia Commonwealth University, Associate Professor of Education. Specialization Area: Education, Instructional Leadership

Wendy Snow, PhD, 2012, University of Virginia, Assistant Professor of Education. Specialization Area: Curriculum and Instruction—Reading Education

Katherine Wiesendanger, PhD, 1977, Mississippi State University, Professor of Education. Specialization Area: Education, Reading

Abbreviated CVs for Adjunct Faculty

Tamara Slater, MS, 2000, Nazareth College of Rochester, Teacher Consultant for Elementary Language Arts, Chesterfield County, VA.
Specialization Area: Reading.

Appendix E –Employment Demand

Items to be included here are as follows:

1. Sample 2013 emails from school division officials regarding position openings

- a. Amherst
- b. Chesterfield
- c. Gloucester
- d. Newport News
- e. Petersburg

2. Sample school librarian 2013-2014 position announcements

- a. Amherst
- b. Brunswick
- c. Fairfax
- d. Gloucester
- e. Hampton
- f. Manassas
- g. Newport News
- h. Petersburg
- i. Prince William
- j. Southampton
- k. Staunton
- l. Surry
- m. Westmoreland
- n. Winchester
- o. Kentucky
- p. North Carolina
- q. Tennessee

3. Letters of employment demand from prospective employers, on letterhead, stating need for graduates of program, potential employment opportunities, desire to hire Longwood graduates

- a. Chesterfield
- b. Hanover
- c. Fairfax
- d. Loudoun

*2013 Emails from school divisions indicating the need for licensed librarians.

*2013 Position announcements from various Virginia school divisions

*Letters of employment demand from prospective employers. These cannot be form letters. Letters from Chesterfield, Loudoun, Hanover.

_____ Signed on letterhead

_____ State need for graduates of such a program

- _____ State potential employment opportunities for graduates
- _____ State desire to hire graduates of this particular program

(email and ask now; ask for letter in November/December since letter should be within 12 months of SCHEV proposal)

Appendix F – Letters of Support from Employers

Items to be included here are as follows:

1. Letters of support from employers of our graduates, signed on letterhead, stating need for graduates of such a program and that curriculum is appropriate for the program
 - a. Augusta
 - b. Fauquier
 - c. Hampton
 - d. Henrico
 - e. Newport News
 - f. Rockingham
 - g. Shenandoah
 - h. Warren

_____ Letters of support from employers. These **cannot** be form letters. Those who have currently hired our graduates. Rockingham, Augusta, Hampton, Newport News, Warren, Shenandoah, Fauquier, Henrico

Needs to be directed to one of us personally (or Katherine or Gretchen)

- _____ Signed on letterhead
- _____ State need for graduates of such a program
- _____ State that the curriculum is appropriate for the program

*Please note: if the letter of support discusses industry needs in relationship to the proposed program, it may also be discussed in the Response to Current Needs section.

Appendix G – Student Demand

Items to be included here are as follows:

1. Representative email inquiries from prospective students
 - a. Alex Cameron, 2/19/2013
 - b. Gloria Williams, 7/1/2013
 - c. Monica Coleman, 7/7/2013
 - d. Melissa Hurley, 8/12/2013
 - e. Kayla Branch, 9/2/2013
2. Inquiries from school divisions regarding partnerships to offer courses
 - a. Fairfax
 - b. Prince William
 - c. Williamsburg-James City County

Use current enrollment data here. REUSE THE TABLE BUT PUT INTO NARRATIVE PARAGRAPH!!! GO BACK TO BEING AT LONGWOOD SINCE 1976. Have shared enrollment/degrees granted for past 5 years.

Interest emails...print these

Get information from Chesterfield—we are on our 3rd or 4th cohort

-Katherine contact: JoAnna Burks; before her, it was an ADK person; Sandy Lynch is the higher up in Powhatan (Tracey Ingle)—tell Tracey what kind of letter we need and have Sandy sign it....

We can talk about current undergraduates and their interests...Due to student demand, we offer this program full-time to current graduates who want to stay for a 5th year...We have set up a format that allow us to do it on a full-time basis and be completed in 1 year for these folks

Interest meetings—talk about attendance

Interest meeting with Prince William administrators, 9/23/2013

Interest meeting in Spotsylvania County, 15 attendees, 16 enrolled in Fall 2013

Interest meeting in South Hill; all communication conducted online, 9 enrolled in Fall 2013

Must award a minimum of 5 degrees for 5 years to meet productivity

Use student emails