

**RESOLUTION TO APPROVE MASTER OF ARTS IN EDUCATION (MAED)
READING AND LITERACY EDUCATION**

Academic Area: College of Liberal Arts and Human Sciences

Requested initiation: Fall 2025

The establishment of the Master of Arts in Education (MAED) Reading and Literacy Education will prepare students to assess students' reading ability and apply evidence-based instructional interventions to improve reading proficiency to diverse populations of students in grades K-8. This degree program will also address the teacher shortage in Virginia as it is designed to meet the Virginia Department of Education requirements for the reading specialist endorsement area. The curriculum has been offered as a sub-area in the existing MAED in Curriculum and Instruction degree program since 1987 but is now being elevated to a standalone degree program due to the passage of the Virginia Literacy Act by the Virginia General Assembly in 2022.

The Virginia Literacy Act legislation requires school boards to employ reading specialists in local school districts to address reading proficiency across the state in grades K-8. As a direct result of the act, there will be a rise in the number of reading specialists needed in Virginia. Graduates will be prepared to take the Virginia reading specialist licensure exam and serve as Reading Specialists in public schools in Virginia.

The MAED in Reading and Literacy Education will be submitted via SCHEV's special review and approval process designed to promote the development of licensure-qualifying degree programs by Virginia public higher education institutions and that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

RECOMMENDATION:

That the resolution to establish the Master of Arts in Education (MAED) Reading and Literacy Education in the College of Liberal Arts and Human Sciences be approved and the proposal forwarded to the State Council of Higher Education for Virginia (SCHEV) for approval.

November 19, 2024

SCHOOL OF EDUCATION – READING AND LITERACY EDUCATION (M.A.ED.)

- The Virginia Literacy Act (VLA; 2022) elevates the role of the Reading Specialists.
 - > With the passage of the act, local school boards are required to employ one reading specialist for each 550 students in kindergarten through grade five and one reading specialist for each 1,100 students in grades six through eight
- Reading Specialists are a Shortage Area in Virginia
- In order to become a Reading Specialist, you must already have a teaching license, and three-years of teaching experience

**There is Significant and Growing demand for Reading Specialists.
The SOE is well-positioned to help address this shortage.**



SCHOOL OF EDUCATION – READING AND LITERACY EDUCATION (M.A.ED.)

- We anticipate enrolling 20 participants per cohort. We are ready to admit students in Fall 2025.
- This is a two-year, cohort-based program, for current full-time K-12 teachers
- The degree entails 30 Credits, which represents a balance of Reading & Literacy specific content, advanced instructional content, and practical experiences (in their current classroom).
- The program is designed to be delivered on-line, and with a combination of synchronous and asynchronous delivery.
- We can stand up a traditional face-to-face offering, for school divisions that have sufficient participants to bring the program to them.



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Description of the Proposed Program

Program Background

Virginia Polytechnic and State University seeks approval for a Master of Arts in Education (M.A.Ed.) degree program in Reading and Literacy Education. The proposed degree program will be located in the College of Liberal Arts and Human Sciences, School of Education. The initiation date is Fall 2025.

Virginia Tech has been training educators since 1967. The College of Education was established in 1971 and included a master of education, a doctor of education, and doctorate of philosophy degrees. The master of arts in education degree (M.A.Ed.) was initiated in 1973. In 1997, the name of the college was changed from the College of Education to the College of Human Resources and Education. In 2003, as part of a university restructuring plan, the College was renamed the College of Liberal Arts and Human Sciences and the School of Education was formed as an academic unit within the college. The School of Education currently offers the following eleven (11) degree programs: Bachelor of Science in Education (B.S.Ed.) in Elementary Education, Bachelor of Arts in Education/Bachelor of Science in Education (B.A.Ed./B.S.Ed.) in Secondary Education, Master of Arts in Education (M.A.Ed.) in Counselor Education, Master of Arts in Education (M.A.Ed.) in Curriculum and Instruction, Master of Arts in Education (M.A.Ed.) in Educational Leadership and Policy Studies, Master of Arts in Education (M.A.Ed.) in Higher Education and Student Affairs, Master of Science in Education (M.S.Ed.) in Career and Technical Education, Doctor of Education/Doctor of Philosophy (Ed.D./Ph.D.) in Counselor Education, Doctor of Education/Doctor of Philosophy (Ed.D./Ph.D.) in Curriculum and Instruction, Doctor of Education/Doctor of Philosophy (Ed.D./Ph.D.) in Educational Leadership and Policy Studies, and the Doctor of Philosophy (Ph.D.) in Higher Education.

The curriculum requirements for the Reading Specialist endorsement area were first initiated in 1987 as a sub-area in the Master of Arts in Education (M.A.Ed.) in Curriculum and Instruction degree program. Students completing the M.A.Ed. in Curriculum and Instruction degree would fulfill the requirements to be eligible for the reading specialist licensure exam. For the last three (3) years, the institution has been working to reorganize the M.A.Ed. in Curriculum and Instruction degree program to ensure that the program continues to meet the needs of students as originally intended. The process involved a critical examination of the sub-areas within the M.A.Ed. in Curriculum and Instruction degree program, including the sub-areas that provided curriculum to meet licensure/endorsement areas, and enrollment within the sub-areas. Based on historical enrollment trends, interest of the faculty in the school, and need within Virginia schools, the Reading Specialist endorsement area was determined to be a sub-area that the college and school wanted to continue to offer for students. With the passage of the Virginia Literacy Act, it was determined by the Dean of the College of Liberal Arts and Human Sciences, the School of Education Director, and the faculty of the M.A.Ed. in Curriculum and Instruction degree program, including the faculty teaching the curriculum requirements for the reading specialist endorsement, that it was the appropriate time to seek approval for a stand-alone, master's degree program focused on reading and literacy education.

Delivery Format

The proposed program will be offered in traditional, face-to-face, and fully online formats. All courses will be offered online and in person. Virginia Tech possesses the physical space, resources, support, and technology necessary for quality and rigorous face-to-face and online degree programs. For the traditional, face-to-face delivery, adequate classroom space and associated equipment to support the program are available. Online courses and degree programs are supported by Technology-enhanced Learning and Online Strategies. The university's primary learning management system is Canvas. Canvas is centrally supported by Technology-enhanced Learning and Online Systems, which provides technical assistance, training, and system administration. Technology-enhanced Learning and Online Strategies also supports a portfolio of academic technology applications for use in online courses. Some examples include plagiarism and academic dishonesty prevention tools, Turnitin and iThenticate, student engagement systems, iClicker and TopHat, and video capture solutions Kaltura and Echo360. Videoconferencing tools used in synchronous courses (Zoom and Webex) are also supported by Technology-enhanced Learning and Online Strategies.

All faculty members providing online instruction may participate in professional development opportunities (e.g., online instruction certification program, course development with instructional design staff, online course template) offered by Technology-enhanced Learning and Online Strategies. In addition to training on specific hardware and service applications (Zoom, WebEx, and/or Echo360 lecture capture), Technology-enhanced Learning and Online Strategies ensures that any instructional design, course development, and assessment needs are supported by the appropriate distance education teams.

Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) is the accreditation organization for college and university programs in educator education. CAEP establishes national standards "to ensure educator preparation providers impart future teachers with the knowledge and skills to support the development of all students."¹

The current Reading Specialist Licensure program within the current M.A.Ed. in Curriculum and Instruction is fully accredited by the CAEP. The degree program was most recently reaccredited in Fall 2021 through spring 2025. The proposed M.A.Ed. degree program in Reading and Literacy Education will be accredited under the existing licensure program's accreditation status through the 2032 reaccreditation process.

Virginia Tech is proposing the following timeline for the reaccreditation process:

AY 2023-24	Prepare self-study document
June 24, 2024	Submit self-study document
Spring 2025	Site visit by accreditation team
Summer 2025	Decision rendered about accreditation status

¹ Council for the Accreditation of Educator Preparation. (Accessed April 12, 2024). 2022 CAEP Standards. <https://caepnet.org/about/aims-2>.

State Licensing Agency: Virginia Department of Education

The Virginia Department of Education (VDOE) has established standards and requirements for teacher education, including the reading specialist endorsement.² The VDOE provides detailed requirements needed for the reading specialist endorsement including completion of a state-approved, accredited, graduate level reading specialist program. The proposed accredited degree program will meet the Virginia Department of Education established education requirements for the reading specialist endorsement.

Admission Criteria

Admission to the proposed M.A.Ed.in Reading and Literacy Education degree program will require additional requirements beyond those of the admissions policies of Virginia Tech. Applicants will be required to also meet the following requirements to be admitted to the proposed Reading and Literacy Education degree program:

- Have an eligible teaching license in Virginia.
- Have completed at least one (1) year of successful classroom teaching experience in a public or accredited nonpublic school.

Curriculum

The proposed Master of Arts in Education (M.A.Ed.) in Reading and Literacy Education will require 30 credit hours. Two practicum courses will be required.

The curriculum for the proposed degree program has been designed to meet the Virginia Department of Education Regulations Governing the Review and Approval of Education Programs in Virginia for Reading Specialist and to prepare individuals who want to become endorsed as reading specialist in Virginia.³ The program curriculum is also aligned with the Standards for the Preparation of Literacy Professionals set forth by the International Literacy Association.

The focus of the core curriculum is to provide students with foundational knowledge of literacy development, and the instructional practices and skills needed to assess reading level and apply evidenced-based interventions to support struggling readers. Students will learn about reading theories and approaches to reading and writing, including an understanding of the different components of reading such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Coursework will educate students in literacy development across subject areas (e.g., science, social studies, mathematics), and the specific needs of diverse populations (e.g., English Learners, Gifted, Exceptional Learners) in literacy development. Students will be trained to assess students' reading and writing skills and apply evidenced-based instructional strategies

² Teacher licensure | Virginia Department of Education. (2022). <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure>.

³ *Reading Specialist*. 8VAC20-23-660. Vol 34, Issue 24. (2018). <https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section660/>.

and interventions in ways that are responsive to and inclusive of the diverse (e.g., linguistic, ethnic, achievement, identities, motivations) populations of students. Students will be able use a variety of assessment tools and measures to evaluate the performance of school-aged students both individually and collectively as a school. Students will also be able to communicate assessment outcomes to a variety of audiences such as families, school personnel, and community members. Students will be trained in how to plan and facilitate professional learning for school-based professionals and to supervise, coach, and lead literacy educators.

The proposed program will require students to complete two practicum courses: 1) EDCI 5404: Practicum in Clinical Reading, and 2) EDCI 5864: Reading Specialist Practicum. In the EDCI 5404: Practicum in Clinical Reading course, students receive practical, real-world experience in a school setting. Students will assess a student's reading ability and develop and implement a plan to improve literacy. In the Reading Specialist Practicum, students design and deliver a professional development opportunity to educators based on the needs of a particular district, school, grade, or group of teachers.

Program Requirements

Core Courses: 15 credit hours

EDCI 5304: Assessment for K-12 Literacy Instruction (3 credit hours)

EDCI 5324: Literacy Instruction with Diverse Learners (3 credit hours)

EDCI 5424: Literacy Across the Disciplines in Elementary and Middle Grades (3 credit hours)

EDCI 5444: Teaching Adolescent Readers (3 credit hours)

EDCI 5544: Foundations of Literacy for Elementary Learners (3 credit hours)

Major Courses: 9 credit hours

EDCI 5454: Teaching Composition (3 credit hours)

EDCI 5564: Literacy, Coaching, Supervision, and Leadership (3 credit hours)

EDCI 5574: Current Research, Issues, and Trends in Literacy (3 credit hours)

Practicum Course Requirements: 6 credit hours

EDCI 5404: Practicum in Clinical Reading (3 credit hours)

EDCI 5864: Reading Specialist Practicum (3 credit hours)

Total Credits: 30 credit hours

Description of Practicum Courses

The practicum courses will provide students with opportunities to engage in real-world experiences working with students and educational professionals on literacy-based projects targeted at improving reading ability at the individual, grade, school, or district level.

The Practicum in Clinical Reading (EDCI 5404: Practicum in Clinical Reading) is designed to help students gain practical knowledge and develop pedagogical skills working one-on-one with a student with literacy difficulties. In the course, students will assess the learning needs of a student, and design and implement an instructional plan based on knowledge of the student, their strengths and weaknesses, and the assessment process in a responsive way that promotes literacy

achievement. Students will be evaluated by the course instructor. Students will be graded on their ability to assess the student's reading level and the design and implementation of the instructional plan. Student work will be evaluated by the course instructor.

The second practicum course, Reading Specialist Practicum (EDCI 5864: Reading Specialist Practicum) requires students to prepare and deliver a professional development workshop activity based on an instructional literacy need within the school where they are currently teaching. In the course, students analyze and determine professional learning needs within a school context and develop and implement a plan such as workshop, mentoring session, or online training. Students must present and deliver the professional development activity in the school setting and submit a final report that details all phases of the professional development project including identification of the learning target, professional development session content, and participant evaluation of the professional development content. The course instructor will work with the students in individual meetings throughout the semester. A committee consisting of the course instructor and two additional literacy faculty members will review and evaluate the final report using a rubric created by the course instructor. The course instructor will assign the grade for the course.

Grades for the practicum courses will be based on a standard A-F scale. Students must receive a C or above in order to pass the practicum course. If a student fails to pass either of the practicum courses, the student will be given the opportunity to retake the course. If a student fails in the second attempt, the student will be dismissed from the degree program.

See Appendix A for a sample plan of study.

See Appendix B for course descriptions.

Faculty Resources

The School of Education has forty-five (45) full-time faculty. Four (4) faculty members will teach the core and required courses in the proposed M.A.Ed. in Reading and Literacy Education degree program. The faculty members have doctoral degrees in Literacy, Curriculum and Instruction, or closely related discipline.

The faculty members teaching in the program have a combined 98 years of teaching, research, and professional experience in teacher preparation and literacy. Collectively they have published over 70 scholarly articles served as textbook reviewers and manuscript reviewers for scholarly journals and made over 100 presentations at professional conferences.

No adjunct faculty members will be utilized for the proposed program.

Student Learning Assessment

Students who complete the proposed Master of Arts in Education (M.A.Ed.) in Reading and Literacy Education degree program will possess the appropriate knowledge, skills, and abilities needed to help students develop strong reading and literacy skills. This includes the ability to diagnose reading difficulties, provide targeted interventions and collaborate with teachers and

families to support students' literacy growth. Student learning will be assessed throughout the program through a variety of formative and summative measures. Assessment measures will include but are not limited to, graded discussions, video projects, reflections, field-based activities, and written papers. In the practicum courses, students will be expected to demonstrate knowledge and skills in a practical "real world" sense and assessment measures will include final project reports and presentations.

During the practicum experiences, students will be assessed by the course instructor on their knowledge and skills to assess students' reading abilities using various diagnostic tools to identify strengths and weaknesses, and design and implement individualized reading programs to help readers improve their skills. Students will also be assessed on their ability to work closely with classroom teachers to support the integration of literacy skills into the curriculum, and conduct workshops and provide training for teachers on effective literacy instruction and interventions. Faculty will provide reviews of student work both and formative and summative measures.

The learning outcomes for the degree program are specific to graduate level knowledge, skills and abilities that students should acquire in the proposed degree program. Faculty worked with staff members in Virginia Tech's Office of Academic Program Assessment to develop learning outcomes and appropriate measures.

Learning Outcomes

All students will be able to:

- Analyze the theoretical, historical, and evidence-based foundations of literacy and language for diverse populations of students and how they relate to professional responsibilities, laws, and policies.
- Utilize appropriate assessment tools to assess reading ability at the individual, school, or division wide level.
- Select evidence-based intervention strategies for literacy programs to be used in the classroom.
- Implement evidence-based literacy curricula, programs, and instruction, in both print and digital formats, to meet the developmental needs of all learners.
- Develop comprehensive, research-based individual and group literacy plans tailored to the needs of the students, classroom, or school they're supporting.
- Create and support inclusive and affirming literacy classroom environments.
- Advocate for equity as it relates to literacy learning in the school and community.
- Develop and lead ongoing collaborative professional learning for school-based professionals and the community in face-to-face and/or hybrid formats.

Curriculum map for M.A.Ed. in Reading and Literacy Education

Learning Outcomes	Core and Required Courses	Assessment Methods
Analyze the theoretical, historical, and evidence-based foundations of literacy and language for diverse populations of students and how they relate to professional responsibilities, laws, and policies.	EDCI 5864: Reading Specialist Practicum EDCI 5544: Foundations of Literacy for Elementary Learners EDCI 5324: Literacy Instruction with Diverse Learners	<p><u>Formative:</u> Written assessments including graded discussion threads, article analysis activities, and class projects (for example, develop a teacher reflection tool related to a particular area of instruction discussed in class (e.g., early literacy skills, phonics, fluency, etc.).</p> <p><u>Summative:</u> Final Project (for example, complete Facilitating School Change project – develop a research-based professional learning program).</p>
Utilize appropriate assessment tools to assess reading ability at the individual, school, or division wide level.	EDCI 5304: Assessment for K-12 Literacy Instruction EDCI 5404: Practicum in Clinical Reading	<p><u>Formative:</u> Quizzes, exams, and written assignments (for example, exam questions requiring the selection of appropriate assessment tools for individual cases).</p> <p><u>Summative:</u> Course Project (for example, select appropriate assessment tool to assess the reading level of a specific students).</p>
Select evidence-based intervention strategies for literacy programs to be used in the classroom.	EDCI 5404: Practicum in Clinical Reading EDCI 5444: Teaching Adolescent Readers EDCI 5544: Foundations of Literacy for Elementary Learners	<p><u>Formative:</u> Quizzes, exams, and written assignments (for example, exam questions requiring the selection of appropriate intervention strategies for individual cases).</p> <p><u>Summative:</u> Course Project (for example, select appropriate intervention strategy based on assessment tools and the individual needs of the student).</p>
Implement evidence-based literacy curricula, programs, and	EDCI 5864: Reading Specialist Practicum	<p><u>Formative:</u> Written assessments including graded discussion threads, lesson</p>

instruction, in both print and digital formats, to meet the developmental needs of all learners.	EDCI 5424: Literacy Across the Disciplines in the Elementary and Middle Grades EDCI 5404: Practicum in Clinical Reading EDCI 5444: Teaching Adolescent Readers	plans, and materials development (for example, complete Theory into Practice Video - create a video that can be used by other teachers to connect theory and practice). <u>Summative:</u> Reflections, final project, and a professional development presentation. (for example, complete Facilitating School change project - deliver a professional development workshop to a group of elementary school teachers).
Develop comprehensive, research-based individual and group literacy plans tailored to the needs of the students, classroom, or school they're supporting.	EDCI 5404: Practicum in Clinical Reading EDCI 5324: Literacy Instruction with Diverse Learners EDCI 5444: Teaching Adolescent Readers EDCI 5544: Foundations of Literacy for Elementary Learners	<u>Formative:</u> Written assessments including graded discussion threads, lesson plans, and materials development (for example, discuss the factors that contribute to the development of a grade level literacy plan). <u>Summative:</u> Reflections, final project, and a professional development presentation. (for example, create a literacy plan for a group of 6 th grade teachers).
Create and support inclusive and affirming literacy classroom environments.	EDCI 5304: Assessment for K-12 Literacy Instruction EDCI 5544: Foundations of Literacy for Elementary Learners EDCI 5864: Reading Specialist Practicum EDCI 5444: Teaching Adolescent Readers	<u>Formative:</u> Tutoring plans, reflections, tutoring reports (for example, development of a tutoring plan for a child diagnose with dyslexia). <u>Summative:</u> Final project (For example, development of an assessment plan for a school district to identify reading strengths and weaknesses).
Advocate for equity as it relates to literacy learning in the school and community.	EDCI 5324: Literacy Instruction with Diverse Learners	<u>Formative:</u> Discussion boards, graphic organizers, and preparation of a literature review (For example, evaluation of the international literacy association resources for

		<p>the development of a literacy based project for an elementary school class).</p> <p><u>Summative:</u> Quizzes and materials development (For example, prepare a proposal and letter to petition school leadership to purchase culturally diverse materials for the school building).</p>
<p>Develop and lead ongoing collaborative professional learning for school-based professionals and the community in face-to-face and/or hybrid formats.</p>	<p>EDCI 5544: Foundations of Literacy for Elementary Learners EDCI 5864: Reading Specialist Practicum EDCI 5324: Literacy Instruction with Diverse Learners</p>	<p><u>Formative:</u> In class, discussions, reflections, coaching plans (For example, development of assessment tool for teachers to provide feedback on professional development content).</p> <p><u>Summative:</u> Final project (For example, communicate a 1-on-1 coaching plan to a colleague in a written format).</p>

Effect on Existing Degree Programs

The proposed Master of Arts in Education (M.A.Ed.) in Reading and Literacy Education will have minimal impact on the existing Master of Arts in Education (M.A.Ed.) in Curriculum and Instruction degree program. The M.A.Ed. in Curriculum and Instruction currently contains a sub-area that fulfills the curricular requirements for the Reading Specialist endorsement area in Virginia. Over the course of the last 5 years, enrollment in the Reading Specialist sub-area included 22 part-time students. Should the proposed M.A.Ed. in Reading and Literacy Education be approved, the students would no longer be a part of the M.A.Ed. in Curriculum and Instruction degree program enrollment (i.e., FTE and degrees awarded). The M.A.Ed. in Curriculum and Instruction has robust enrollment and the loss of the students in the Reading Specialist sub-area will not negatively impact the degree program. No degree programs will close as a result of the initiation and operation of the proposed degree program.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The Virginia Literacy Act (VLA), passed by the Virginia General Assembly in 2022, focuses on improving literacy outcomes for all students in the Commonwealth of Virginia. The legislation, created in direct response to a decline in proficiency rates in reading across the Commonwealth

of Virginia, requires that “every teacher will use evidence-based literacy curriculum, assess student learning using approved literacy screeners, use student-level data to inform instruction and intervention, and participate in pre-service preparation or training on evidence-based literacy instruction.”⁴ With the passage of the act, local school boards are required to employ one reading specialist for each 550 students in kindergarten through grade five and one reading specialist for each 1,100 students in grades six through eight.⁵ As a direct result of the act, there will be a rise in the number of reading specialists needed in Virginia.⁶ In order to be eligible for the reading specialist endorsement, students must have “graduated from a state-approved graduate-level reading specialist preparation program - master's degree from a regionally accredited college or university required - that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the diagnosis and remediation of reading difficulties.”⁷

“Each such reading specialist shall have training in science-based reading research and evidence-based literacy instruction practices. In addition, each such reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.”⁸

The proposed M.A.E.D in Reading and Literacy Education degree program directly responds to this need by training students who can provide evidence-based reading instruction appropriate to student’s needs, including identifying students with dyslexia or a related disorder, and work with teachers, educators, and families to develop appropriate intervention plans. The program will train individuals who can “coordinate and oversee intervention for students not meeting literacy benchmarks and will develop and monitor student progress on student reading plans, working closely with families and teachers.”⁹

⁴ Virginia literacy act | Virginia Department of Education. (2022). <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/literacy/virginia-literacy-act>.

⁵ Virginia Literacy Act; early student literacy, evidence-based literacy instruction, etc. HB 319. (2022). <https://lis.virginia.gov/cgi-bin/legp604.exe?221+sum+HB319>.

⁶ Virginia Literacy Act; early student literacy, evidence-based literacy instruction, etc. HB 319. (2022). <https://lis.virginia.gov/cgi-bin/legp604.exe?221+sum+HB319>.

⁷ *Reading Specialist*. 8VAC20-23-660. Vol 34, Issue 24. (2018). <https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section660/>.

⁸ Standard 2. Instructional, administrative, and support personnel. 2.1-253.13:2. (Accessed August 30, 2024). <https://law.lis.virginia.gov/vacode/22.1-253.13:2/>. (Section G.).

⁹ Virginia literacy act | Virginia Department of Education. (2022). <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/english-reading-literacy/literacy/virginia-literacy-act>.

As a result of instituting the proposed degree program, Virginia Tech anticipates producing a net increase of 20 reading specialists annually by program maturity in 2028.

Duplication

Enrollment and Degrees Awarded of Comparable Programs in Virginia

Enrollments¹⁰	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
George Mason University	-	-	-	-	-
Longwood University	54	56	20	44	63
Old Dominion University	36	37	28	19	24
University of Virginia	-	-	-	-	-
Radford University	13	25	49	40	45
Virginia Commonwealth University	22	23	6	9	15
Degrees Awarded¹¹	2020	2021	2022	2023	2024
George Mason University	-	-	-	-	-
Longwood University	24	44	14	7	
Old Dominion University	23	24	13	18	
University of Virginia	-	-	-	-	-
Radford University	4	5	11	33	
Virginia Commonwealth University	3	3	15	3	

Student Demand

State Council of Higher Education for Virginia Summary of Projected Enrollments in Proposed Program

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2025 - 2026		2026 - 2027		2027 - 2028		2028 - 2029			2029 - 2030		
HDCT <u>20</u>	FTES <u>10</u>	HDCT <u>20</u>	FTES <u>10</u>	HDCT <u>40</u>	FTES <u>20</u>	HDCT <u>40</u>	FTES <u>20</u>	GRAD <u>20</u>	HDCT <u>40</u>	FTES <u>20</u>	GRAD <u>20</u>

Retention percentage: 99%

Full-time students: 0%, Part-time students: 100%

¹⁰ State Council of Higher Education for Virginia (SCHEV). *Enrollment Summary by Program Level*.
https://research.schev.edu/enrollment/E01_Report.asp.

¹¹ State Council of Higher Education for Virginia (SCHEV). *Completions, Program Detail*.
https://research.schev.edu/Completions/C1Level2_Report.asp.

Part-time students 6-8 credit hours per semester
 Part-time students graduate in 2 years
 Summer semester is required

Projected Resources for the Proposed Program

Resource Needs

Virginia Tech has all of the resources necessary to initiate and sustain the proposed M.A.Ed.in Reading and Literacy Education degree program. The following subsections detail the resources required to operate the program from its initiation in the fall 2025 semester through the target year 2029-2030. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instruction effort for every 10 FTE of student enrollment. The proposed will require a total of 1.0 FTE faculty instructional effort in 2025 rising to 2.0 FTE faculty instructional effort by the target year 2027-2028.

Full-time Faculty

Four (4) full-time faculty in the School of Education will teach in the proposed degree program. Three faculty will dedicate 50% of their teaching load to the degree program (1.5 FTE). One faculty member, the program director will teach in the proposed program and dedicate 50% (0.5 FTE) of the teaching load to the proposed program. Based on teaching load, all faculty will be full-time to the proposed degree program.

The proposed program will require 1.00 FTE in 2025-26, rising to 2.00 FTE in the target year.

Part-time Faculty

No part-time faculty members are required to initiate or sustain the proposed degree program.

Adjunct Faculty

No adjunct faculty are required to initiate or sustain the proposed degree program.

Graduate Assistants

No graduate assistants are required to initiate or sustain the proposed degree program.

Classified Positions

An Enrollment Specialist currently employed by the School of Education will support the proposed degree program. The program will require one (1.0) FTE of classified support to initiate, and this level of support will remain constant through the target year. Salary for the Enrollment Specialist will be \$61,651 and fringe benefits of \$30,787 for a total of \$92,438.

Equipment (including computers)

No additional equipment (including computers) will be needed to initiate or sustain the proposed degree program.

Library

No additional library resources are required to initiate or sustain the proposed degree program. The library has an adequate collection to support the proposed program. Resources include journals and publications focused on teaching reading, literacy research, and professional development for literacy professions. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available for the proposed degree program.

Telecommunications

No additional telecommunications costs are needed to initiate or sustain the proposed degree program.

Space

No additional space is required to initiate or sustain the proposed degree program.

Targeted Financial Aid

No targeted financial aid is required to initiate or sustain the proposed degree program.

Special Tuition or Fee Charges

No special tuition or fee charges will be utilized or instituted to initiate or sustain the proposed degree program.

Other Resources (specify)

No other resources are needed to initiate or sustain the proposed degree program.

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current base adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Note: Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTES.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation	Program Target
		Year	Year
		20 25 - 20 26	20 27 - 20 28
1.	Projected Enrollment (Headcount)	20	40
2.	Projected Enrollment (FTES)	10	20
3.	Projected Enrollment Headcount of In-State Students	20	40
4.	Projected Enrollment Headcount of Out-of-State Students	0	0
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$10,569	\$10,569
6.	Revenue from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$211,370	\$422,740
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$0	\$0
8.	Revenue from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$0	\$0
9.	Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program	\$211,370	\$422,740
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	\$0	\$0
11.	Total Funding	\$211,370	\$422,740

Part V: Certification Statements

1. A request of any kind will be submitted to the General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes

No

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes

No

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes

No

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

The proposed Master of Arts in Education (M.A.Ed.) in Reading and Literacy Education degree program has been under development since April of 2024. At that time, SCHEV staff announced the special submission process to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia’s school districts. The proposed degree program has been designed to meet all requirements set forth in the SCHEV memo for education licensure degree programs. The degree program has been fully vetted through the institution’s internal process.

Subtle updates in the 2024-2030 six-year plan submission template led to less specificity in the institution’s response and as a result, a formal list of planned new degree programs was not

included by the institution. A comprehensive process for communicating and validating that new degree programs are appropriately identified within the six-year plan is being implemented for future submissions.

The institution's Chief Academic Officer attests to the accuracy of the above statements

Cyril R. Clarke, Executive Vice President and Provost

Name (Printed)

Signature

Month Day Year

Date

Appendices

Appendix A: Plan of Study

Part-time Student

Year 1 Fall	Credits	Year 1 Spring	Credits
EDCI 5324: Literacy Instruction with Diverse Learners	3	EDCI 5304: Assessment for K-12 Literacy Instruction	3
EDCI 5544: Foundations of Literacy for Elementary Learners	3	EDCI 5404: Practicum in Clinical Reading	3
Total	6	Total	6
Year 1 Summer	Credits		
EDCI 5424: Literacy Across the Disciplines in the Elementary and Middle Grades	3		
EDCI 5574: Current Research, Issues, and Trends in Literacy	3		
Total	6		
Year 2 Fall	Credits	Year 2 Spring	Credits
EDCI 5444: Teaching Adolescent Readers	3	EDCI 5564: Literacy Coaching, Supervision, and Leadership	3
EDCI 5454: Teaching Composition	3	EDCI 5864: Reading Specialist Practicum	3
Total	6	Total	6

Full-Time Students

Credit Hours – Year 1 – Fall Term	6
Credit Hours – Year 1 – Spring Term	6
Credit Hours – Year 1 – Summer Term	6
Credit Hours – Year 2 – Fall Term	6
Credit Hours – Year 2 – Spring Term	6

Total Credit Hours **30**

Appendix B: Course Descriptions

Core Courses

EDCI 5304: Assessment for K-12 Literacy Instruction (3 credits)

Examines theory and practice of assessment in literacy education. Explores the range of current paradigms, including those associated with assessment as measurement, as procedure, and as inquiry. Focuses on the reciprocal relationship between assessment and instruction in literacy practices. Explores a variety of assessment practices and their appropriateness for use with a diverse student population. Prerequisite: Graduate Standing.

EDCI 5324: Literacy Instruction with Diverse Students (3 credits)

Literacy development and needs of diverse populations (English Learners, Gifted, Exceptional Learners). Literacy development and roles of language and culture. Diversity awareness within school context (K-12) including understanding equitable access to literacy instruction across communities, literacy assessments, and designing culturally responsive literacy and linguistic resources. Pre: Graduate Standing.

EDCI 5424: Literacy Across the Disciplines in the Elementary and Middle Grades (3 credits)

Educators and the role of literacy integration across disciplinary subjects in K-8 school settings. Emphasis on instructional strategies for reading, writing, and other forms of communication to enhance students' discipline-specific content learning. Analysis of pedagogy and processes for comprehending, developing vocabulary and conceptual knowledge, and composing. Pre: Graduate Standing.

EDCI 5444: Teaching Adolescent Readers (3 credits)

Examination of active reading processes, instructional strategies, and appropriate adolescent literature for teaching both the developmental and the remedial reader in secondary language arts. Admission in a graduate teacher education program or instructor permission required. Prerequisite: Graduate standing admission into a teacher education program or instructor permission.

EDCI 5544: Foundations of Literacy for Elementary Learners (3 credits)

Science of reading in elementary literacy, definitions, components, and developmental theory. Analysis of the structure of English including syntax, semantics, morphology, and grapheme/phoneme correspondences. Focus on stages of development in: language development, reading, writing, phonological awareness, phonics, morphology, spelling, fluency, vocabulary, and comprehension. Emphasis on research bases. Focus on the integrated nature of literacy development Application to literacy lessons. Pre: Graduate standing.

Major Courses

EDCI 5454: Teaching Composition (3 credit hours)

Investigation of theory and research into pedagogy in teaching composition in K-12 settings. Consideration of the reasons K-12 students write, the ways they learn to write, and the genres and forms they utilize. Prerequisite: Graduate standing, admission into a graduate teacher education program or instructor permission.

EDCI 5564: Literacy, Coaching, Supervision, and Leadership (3 credit hours)

Role of reading specialists as literacy leaders in K-12 school settings. Current research and trends as they affect the roles and responsibilities of specialists. Coaching and leading professional learning, facilitating and supervising curriculum and assessment practices, and advocating for literacy learning. Pre: Graduate Standing.

EDCI 5574: Current Research, Issues, and Trends in Literacy (3 credit hours)

Educators and the role of being a critical consumer of literacy research, current trends, and history of literacy instruction. Identify methods for interrogating the research, Practices, and challenges of literacy instruction. Critique current theories, ideas, and issues of literacy instruction. Create and present information about a current literacy trend. Pre: Graduate Standing.

Practicum Courses

EDCI 5404: Practicum in Clinical Reading (3 credit hours)

Diagnosis and remediation of reading problems. Each student works with children (K-12) in a clinical setting. The student is responsible for collecting relevant data, designing an appropriate program, carefully monitoring, and communicating progress in formal and informal reporting. Pre: Graduate Standing.

EDCI 5864: Reading Specialist Practicum (3 credit hours)

Candidates develop skills necessary to enhance school-based learning communities focused on literacy development (K-12) by providing professional development opportunities for educators. Implementation of a supervised literacy professional development plan. Analysis and evaluation of the outcomes of professional development to communicate with the educators, administrators, and/or the community. Pre: Graduate Standing.