

WINTHROP UNIVERSITY

PROPOSAL

to

THE SOUTH CAROLINA

COMMISSION ON HIGHER EDUCATION

for the modification of the degree program

MASTER OF EDUCATION IN READING

to

MASTER OF EDUCATION IN LITERACY

August 2010



ANTHONY J. DIGORGIO
PRESIDENT

Contact: Dr. Tom Moore
Vice President for Academic Affairs
mooret@winthrop.edu

or

Mr. Tim Drueke
Assistant Vice President for Academic Affairs
drueke@winthrop.edu
803-323-2220 (office)
803-323-

Classification

- i. **Modified Program:** **Master of Education in Reading
to Master of Education in Literacy**
- ii. **Academic Unit:** **Richard W. Riley College of Education
Winthrop University**
- iii. **Level:** **Masters degree**
- iv. **Date of Implementation:** **June 2011**
- v. **CIP Code:** **131315**
- vi. **Program:** **Modification**

Justification

Purpose and Goals

The purpose of the Master of Education (M.Ed.) in Literacy is to prepare the certified classroom teacher to work as a literacy teacher and literacy coach. The M.Ed. in Literacy is developed to specifically address all International Reading Association (IRA) standards for certification programs. Graduates of this program will meet South Carolina course requirements for certification as a literacy teacher and literacy coach.

Program Goals

1. To develop professionals who have knowledge of the foundations of reading and writing processes and instruction (IRA 2003, Standard 1).
2. To develop professionals who use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction (IRA 2003, Standard, 2).
3. To develop professionals who use a variety of assessment tools and practices to plan and evaluate effective reading instruction (IRA 2003, Standard 3).
4. To develop professionals who create a literate environment that fosters reading and writing by integrating foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and appropriate assessments (IRA 2003, Standard 4).

5. To develop professionals who view professional development as a career-long effort and responsibility (IRA 2003, Standard 5).

Need and Rational for Program Modification

The Richard W. Riley College of Education has offered a Masters Degree program in Reading for over forty years. This is an important program for the College and for the State of South Carolina. The rationale for the program modification is twofold: (a) to more effectively address contemporary trends in the profession and (b) to prepare literacy teachers who are better prepared to meet the changing literacy needs of P-12 students in South Carolina schools.

The first goal is to address national trends in the profession. In recent years, the International Reading Association (IRA) has made significant changes in their standards for reading/literacy teachers. The current (2003) and future (2010) IRA standards place a greater emphasis on the role of the reading teacher as a collaborator and a coach who supports other professionals and provides professional development. Further, these standards emphasize a more balanced approach to reading instruction. The modifications made in this program will enable Winthrop to maintain its national IRA recognition.

The demand for literacy coaches is reflected in the national agenda at other levels. The Reading First Initiative, which was created as a part of the No Child Left Behind Act (2001), supports states, who in turn work with their districts to ensure that teachers learn about scientifically-based reading instruction. To support this in-service teacher education, literacy coaches work with teachers at the classroom level, create professional development opportunities, and implement literacy programs. The modifications made in this program will enable our program to be more competitive nationally.

A second goal is to address state and local needs. Personnel from the surrounding school districts (Rock Hill, York, Fort Mill, Lancaster, and Chester) have indicated, through ongoing discussions with the faculty and administration at Winthrop University that one of their schools' greatest needs is to improve the literacy performance of their students, especially those from low socioeconomic and diverse backgrounds and those who have disabilities.

Data gathered from multiple sources over several years indicated improvements were needed in literacy preparation. For example, the most frequent comments on the open-ended portions of all of the recent COE surveys--Employer, Alumni, and Exit--addressed concerns with literacy preparation. Aggregated results from the 2006-2007, 2007-2008, and 2008-2009 Teacher Preparation Exit Surveys showed this trend in several ways. In response to the question what area were you least prepared, the greatest number of graduates (n=48) mentioned reading or literacy. On the same survey, 38 graduates made recommendations for improvement of the reading program. On the Alumni Survey administered in fall 2008, the greatest number of

comments regarding changes recommended for the program addressed literacy preparation (14% of respondents). On the Employer Survey administered in spring 2009, in response to the question regarding recommendations for the educator preparation program, the greatest number of employers mentioned more training in literacy (9% of the respondents).

In addition to the quantitative findings, Dean Jennie Rakestraw met with area superintendents and district administrators in 2008-2009. Many administrators commented on the need for Winthrop to have a stronger literacy program at the graduate level. This feedback was consistent with survey findings and further supported the need for change.

In the past two years, the Winthrop College of Education has been fortunate to hire three new tenure-line faculty to support this program. These faculty have brought a new vision and vibrancy to the M.Ed. program and have spear-headed these changes.

Centrality of Program to Mission

The mission of the program is congruent with that of the University and the College. The University mission statement appears as follows: “The University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the state of South Carolina.” The College of Education mission statement is: “The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, learning, stewardship, and the communication of ideas.” The M.Ed. in Literacy fits into the context of these missions because, like the mission of the University and the College, the mission of this program is to provide high quality academic preparation to in-service teachers to enable them to be leaders in the classroom and collaborators at the school and district levels. Their professional service will support classroom teachers and P-12 students to achieve success in teaching and learning.

Enrollment

Admission Requirements. Applicants for admission to the Master of Education degree in literacy must hold a bachelor’s degree from an accredited college or university, and must meet the following requirements to be eligible for consideration:

1. Have completed a course in Children’s/Adolescent Literature (e.g., READ 510);
2. Satisfactory completion of a writing sample as prescribed by the M.Ed. program director;
3. Current South Carolina Department of Education Class III Professional Certificate or the equivalent from another state;

4. Official transcripts of all undergraduate work reflecting an undergraduate grade-point average of 3.0 on a 4.0 scale in the last 60 hours in the graduate candidate's undergraduate course work.
5. An official score of 900 or above on the General Test of the Graduate Record Examination (GRE) (Verbal and Quantitative) portions. In addition, official scores for the writing portion of the GRE (minimum score of 3.5);
6. Two letters of recommendation from professional references that relate to the prospective student's professional goals.

Projected Total Student Enrollment

A cohort model will be employed requiring six terms to complete the program. The goal of the M.Ed. in Literacy faculty is to have cohorts of twenty candidates enrolled in the program at the beginning of each academic year, beginning in the summer of 2011.

PROJECTED TOTAL ENROLLMENT

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit hours	Headcount	Credit hours	Headcount	Credit hours
2010-2011	18	108	18	108	28	168
2011-2012	40	240	40	240	40	240
2012-2013	40	240	40	240	40	240
2013-2014	40	240	40	240	40	240

Process by Which Estimates Were Made

Enrollment is based on an annual cohort of 20 students. Each cohort begins in summer and takes a six-term sequence of courses ending in spring of the second year. In Year 1, the cohort takes three credit-hours in the summer and six credit-hours during fall and spring semesters. In Year 2, the cohort takes nine credit-hours in summer and six credit-hours in fall and spring semesters. A second cohort of twenty students will begin when the first cohort is in their second year. Thus, there will be 40 students by the second year of the program.

New Student Enrollment

PROJECTED NEW ENROLLMENTS FOR 2010-2015

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit hours	Headcount	Credit hours	Headcount	Credit hours
2010-2011					20	60
2011-2012	20	60	20	60	20	60
2012-2013	20	60	20	60	20	60
2013-2014	20	60	20	60	20	60
2014-2015	20	60	20	60	20	60

This program modification will double student enrollment. The average enrollment in the M.Ed. in Reading program for the past four years has been 18 students per year. This means that there were approximately nine students per cohort. When both cohorts are enrolled in this new program, there will be an increase of 22 students per year.

Curriculum

The reading faculty has redesigned the Master of Education in Reading, and the modified program will be called the Master of Education in Literacy. The purpose of the redesign is to meet the current 2003 International Reading Association (IRA) standards and to better prepare literacy teachers to meet the literacy needs of P-12 students in South Carolina especially as it relates to improving the performance of students from low socioeconomic and diverse backgrounds, and those with disabilities. During the redesign process, first, the course designators were changed to reflect the logical sequence in which they are to be taken. (Please see below for the new designators and course sequence). Second, the course offerings were analyzed to determine if each course was still relevant to our candidates' needs. Following the analysis, the following actions were taken:

1. READ 621 Infusing Mediacy into the Teaching of the Integrated English/Language Arts was removed from the course sequence. This course addressed the integration of

technology into the teaching of literacy. However, as the 2003 IRA standards intersperse the integration of technology throughout several indicators, a more contemporary approach was to address technology integration across several courses.

2. READ 621 was replaced with SPED 561 Characteristics of Children with Learning Disabilities. Reading coach candidates must have adequate knowledge about students from exceptionalities to plan effective interventions.
3. READ 611 Issues in Teaching Literature for Children and Adults was replaced with a new course, READ 605 Literacy Foundations. Because most of the M.Ed. Reading candidates have already taken a children's literature course, and it was believed that the three credit hours could be used more efficiently. The new course will examine the history and theories of literacy processes and instruction. Students will develop and apply an understanding of current literacy research and evidence-based practices. A children's literature course will now become an admission requirement.

Third, the content of each course was analyzed to ensure that the information was relevant to the 2003 IRA standards. Following the analysis, the following actions were taken:

1. The title of READ 651 Teaching Reading and Writing to Learners with Limited English Proficiency was broadened. The new designator and title is now READ 615 Literacy for Learners with Limited English Proficiency and/or Other Diverse Needs. The content of the course remains the same.
2. The title of READ 656 Principles and Strategies for Assessing and Teaching P-12 English Language Learners was broadened. The new designator and title is now READ 616 Principles and Strategies for Assessing and Teaching English Language Learners. The content of the course remains the same.
3. The title of READ 645 Teaching Content Area Reading was broadened. While the designator remains the same, the course will be READ 645 Literacy in the Content Areas. The content remains the same.
4. In addition to title changes, the content of the following courses has been significantly changed to meet the IRA 2003 standards:

Old: READ 623 Written Expression in Elementary, Middle and Secondary Schools

New: READ 625 Written Expression Across the Grades

Old: READ 661 Theory and Research Base for Instructional Applications to Teaching

Reading

New: READ 635 Basic Diagnostics and Instructional Practices

Old: READ 671 Practicum in Diagnosis and Correction of Reading Difficulties in the Classroom

New: READ 636 Advanced Diagnosis and Instructional Practices

Old: READ 675 Advanced Practicum in the Teaching of Reading

New: READ 655 Advanced Practicum in Literacy Instruction

Old: READ 681 Organization and Supervision of Reading Programs

New: READ 665 Capstone: Literacy Coaching Practicum

Fourth, the admission requirements were revised. Fifth, all the SPA assessments were changed to align with 2003 IRA standards and to enable candidates to demonstrate the necessary competencies in coaching and professional development.

Required Program Sequence

Semester Hours

Except for EDUC 640, EDUC 681, and SPED 561, all courses must be taken in sequential order as listed below:

EDUC 640	Educational Research, Design and Analysis	3
READ 605	Literacy Foundations	3
READ 615	Literacy for Learners with Limited English Proficiency and/or Other Diverse Needs	3
READ 616	Principles and Strategies for Assessing and Teaching English Language Learners	3
SPED 561	Characteristics of Children with Learning Disabilities	3
READ 625	Written Expression Across the Grades	3
READ 635	Basic Diagnostics and Instructional Practices	3
READ 645	Literacy in the Content Areas	3

READ 636	Advanced Diagnostics and Instructional Practices	3
EDUC 681	Advanced Educational Psychology	3
READ 655	Advanced Practicum in Literacy Instruction	3
READ 665	Capstone: Literacy Coaching Practicum	3
Total Semester Hours		36

Assessment of Student Learning Outcomes

The table below displays the key IRA assessments for the M.Ed. in Literacy. Aggregated results from these assessments are reviewed by faculty each fall and program/course improvements made as appropriate.

	Type of Assessment	Name of Assessment	When the Assessment is Administered
1	Licensure assessment	PRAXIS II	End of second summer semester Year 1
2	Assessment of content knowledge in literacy education	READ 605 Final Exam READ 615 Final Exam	End of Fall semester Year 1
3	Assessment of candidate ability to plan instruction	READ 636 Supervision of Literacy Clinic Evaluation	Fall semester Year 2
4	Assessment of internship, practicum, or other clinical experience	READ 655 Professional Development Module READ 665 Disposition Observation Activity	Spring semester Year 2
5	Assessment of candidate effect on student learning	READ 636 Supervision of Literacy Clinic Evaluation	Fall semester Year 2

6	Additional assessment that addresses IRA standards (required)	READ 616 Tutor ELLs for 8 weeks Clinic Evaluation	Spring semester Year 1
7	Additional assessment that addresses IRA standards (optional)	READ 645 Resource Binder (technology, non-print, research)	Second summer semester Year 1

New Course Descriptions

READ 605 (3) Literacy Foundations

This first literacy course in the sequence will examine the history and theories of literacy processes and instruction. Students will develop and apply an understanding of current literacy research and evidence-based practices.

READ 625 (3) Written Expression Across the Grades

Candidates will examine authentic, evidenced-based practices to develop students' proficiency in writing. Topics will include the developmental stages of writing, the writing process, writing conventions, and technological integration.

READ 635 (3) Basic Literacy Diagnostics and Instructional Practices

Candidates gain expertise in introductory assessment and instructional practices related to literacy. Topics will include an introduction to formal and informal assessments. Candidates will learn to interpret and communicate results in order to provide informed instructional decisions.

READ 636 (3) Advanced Literacy Diagnostics and Instructional Practices

This partially field-based course builds on the foundations of literacy assessments learned in READ 635. Candidates will advance their ability to interpret and critique technical aspects of assessments in order to articulate effective assessment plans. Candidates will prepare and coach preservice teachers to use assessments to plan and revise effective instruction for students. Candidates will acknowledge and understand the research supporting different perspectives regarding assessment and instruction. Candidates will coach preservice teachers in communicating assessment results to various audiences.

READ 655 (3) Advanced Practicum in Literacy Instruction

In this field-based practicum course, candidates will collect, analyze, and report on classroom data. They also will use the data to create instructional resources and conduct demonstration lessons in collaboration with a classroom teacher. Candidates will analyze a school-wide literacy model. This course is inextricably intertwined with READ 665; therefore, candidates will take both courses simultaneously.

READ 665 (3) Capstone: Literacy Coaching Practicum

This capstone experience provides candidates with practicum experience as they apply and reflect upon literacy coaching techniques and logistics in school and community settings. This course is inextricably intertwined with READ 655; therefore, candidates will take both courses simultaneously.

Faculty

Table of Rank and Academic Qualifications

Staff (number and rank)	Highest Degree Earned	Field of Study	Teaching
Professor #1	PhD	Educational Research and Evaluation	Yes
Assoc. Professor #1	PhD	Educational Psychology, School Psychology	Yes
Assoc. Professor #2	PhD	Literacy, Special Education, Second Language Learners	Yes
Asst. Professor #1	PhD	Special Education	Yes
Asst. Professor #2	EdD	Special Education	Yes
Asst. Professor #3	PhD	Reading	Yes
Asst. Professor #4	PhD	Mathematics Ed.	Yes
Asst. Professor #5	PhD	Educational Research	Yes

New Faculty Qualifications

No new faculty members will be hired.

Current Faculty

The current full-time M.Ed. in Reading faculty members will deliver coursework and supervise the practicum courses in the program. No significant assignment changes will be required.

Physical Plant

The program will be offered in the existing College of Education Withers Building and will not require the creation of additional space to Winthrop's facilities.

Equipment

There are no new equipment needs anticipated for this program. All classrooms in the Withers Building have Smart technologies and the COE offers added equipment and technology to support this program through the Instructional Technology Center.

Library Resources

1. *A quantitative comparison of our current holdings with a standard guide in relation to the program:*

Library	Literacy	Reading	Writing	Relative Library Collection Sizes
Winthrop	1,137	4,602	3,689	Winthrop: Education: 17,584 all: 356,005
Peer Group				avg peer library: education titles spread across all 9 peer libraries: 47,779 --all (avg): 248,927
Appalachian State (NC)	2,312	11,824	2,621	
Belmont Univ (TN)	829	4,491	3,475	
College of Charleston (SC)	2,539	8,914	7,664	
College of New Jersey (NJ)	1,729	10,000+	4,980	
Elon Univ (NC)	392	990	4,287	
James Madison Univ (VA)	1,006	8,574	2,126	
Mercer Univ Tarver Libr (GA)	1,372	5,938	4,418	

SUNY College at Geneseo (NY)	9,617	59,108	44,537	
UNC Wilmington (NC)	1,668	6,380	5,905	
Education benchmark libraries				avg educ benchmark library: 31,653
Columbia University, Teacher's College	2,731	11,069	4,765	
Harvard University,	6,822	57,886	36,042	
University of Michigan	4,156	118,604	48,456	
Vanderbilt University	3,900	24,731	15,730	
Benchmark bibliographies:	Bibliography titles		Overlap with Winthrop	
Books for College Libraries	1060		699 = 65.94%	
Outstanding Academic Titles	228		114 = 50.00%	

2. A qualitative assessment of current holdings: Winthrop University has a long history of excellence in its Education programs, and the Reading program has long benefited from this tradition of excellence. This long-standing, ongoing commitment is evidenced by a steady stream of new materials related to literacy, reading, and writing each year since Winthrop's founding in 1886. The percentage of the Winthrop University library collection devoted to literacy is considerable in light of the university's vast range of academic programs. Long-standing consistent support has resulted in a library collection that covers many aspects of literacy including literacy itself, reading, writing; support for creative writing classes enriches the library with additional materials on the craft and teaching of composition, comprehension, as well as

oral and written articulation of ideas. Thus, the major subject areas are covered, freeing the library to acquire cutting edge materials on new developments in the field.

3. A quantitative estimate of acquisitions that may be needed annually for the first five years and estimated additional cost:

- a. Monographs:** Of 3,703 new monographs (books, audio-visual materials) added to the library costing \$196,211 during the current business year (as of March 31, 2010), 380 titles were devoted to literacy, reading, and / or literacy costing a total of \$16,626. Incorporating acquisitions in support of the Reading program is well established and historical purchasing levels have met the program's needs; the estimated annual acquisition estimate ranges between \$16,500 and \$20,000 considering varying publishing volume and price inflation.
- b. Databases and Journals:** The library's paid education-related subscriptions exceed \$22,000 annually.
- c. PASCAL:** South Carolina's statewide group-purchasing consortium (PASCAL) purchases core knowledge databases at immensely discounted prices on behalf of its member libraries. PASCAL is funded separately and the databases, priced at a volume discount, are paid by PASCAL rather than its member libraries. Currently, PASCAL's benefit to Dacus Library is \$125,000.

Accreditation, Approval, Licensure, or Certification

Accreditation Process

The M.Ed. in Reading is nationally recognized by the IRA. This requested program modification will enable the program to have continued national recognition. The modified program, M.Ed. in Literacy, will undergo the same review procedures as other programs at Winthrop University. This program will be reviewed by NCATE in 2011. The M.Ed. in Literacy program review will be submitted to the IRA in 2013, after the first cohort of students completes the program.

Certification of Candidates

Graduates of the proposed program will take the coursework required to add on the South Carolina certificates Literacy Teacher and Literacy Coach. Candidates are required to pass the first Praxis II test (Teaching Reading—0204) test for the Literacy Teacher certification before they are allowed to begin their two practica courses, READ 655: Advanced Practicum in Literacy Instruction and READ 665: Capstone: Literacy Coaching Practicum, in the spring semester of their second year. Upon completion of the program, candidates will have completed coursework required to add-on Literacy Coach certification. Because candidates are adding this

certification to an existing teaching license, they will apply to the South Carolina Department of Education (SCDE) for certification and will need to meet additional requirements as stipulated by the SCDE. These requirements include passage of the required Praxis II tests for both certifications. For the Literacy Teacher certification, applicants must have a minimum of two years of successful teaching, and for the Literacy Coach certification, a minimum of five years of successful teaching.

IRA Standards

All current IRA standards are incorporated into the coursework, field experiences, practicum, and capstone experiences of the program. Candidates must demonstrate mastery of program content through final examinations that are closely aligned with the IRA standards. These final examinations will be given in targeted courses that candidates take early in the program. In the field, they will demonstrate competence in pedagogical content and assessment of P-12 learning through their work with struggling readers, English language learners, classroom teachers, administrators, and district personnel.

NBPTS Standards

MEd Literacy Program Alignment with NBPTS Propositions

NBPTS Propositions	MEd Literacy Assessments
Proposition 1: Teachers are Committed to Students and Their Learning	READ 615: Literacy for Learners with Limited English Proficiency and/or Other Diverse Needs Assignments: (1) Diverse Learner Resource Notebook 1 (2) Diverse Learner Resource Notebook 2: Sharing Information and Peer Evaluation
Proposition 2: Teachers Know the Subjects They Teach and how to Teach Those Subjects to Students	READ 605: Literacy Foundations Assignment: Final Exam READ 645: Literacy in the Content Areas Assignment: Creation of Resource Binder (Technology, Non-Print, Research)
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning	READ 636: Advanced Diagnostics and Instructional Practices Assignment: Supervision of Literacy Clinic
Proposition 4: Teachers Think Systematically About Their Practice and Learn	READ 616: Principles and Strategies for Assessing and Teaching English Language Learners Assignments: Tutoring of English Language Learners (8 weeks) (1) Pre and Post Assessment

From Experience	(2) Lesson Plans and Reflections READ 655: Advanced Practicum in Literacy Instruction Assignments: (1) Disposition Observation Activity (2) Collaborative Teaching Project
Proposition 5: Teachers are Members of Learning Communities	READ 665: Capstone: Literacy Coaching Practicum Assignments: (1.a.) Designing Professional Development Module (1.b.) Evaluation of Professional Development Module (Coaching) (2) Development of Coaching Philosophy

Estimated Costs

Since this is essentially a renaming of the existing Master of Education degree in Reading we are using existing faculty, staff, facilities, and funding.

Table for New Costs to the Institution and Sources of Financing

MEd in LITERACY ESTIMATED NEW COSTS BY YEAR						
CATEGORY	1 st	2nd	3rd	4th	5th	TOTALS
Administration	0	0	0	0	0	0
Faculty Salaries	0	0	0	0	0	0
Graduate Assts.	0	0	0	0	0	0
Clerical/Support	0	0	0	0	0	0
Supplies/ Mat	2,000	1,000	1,000	1,000	1,000	6,000
Library	6,000	3,000	3,000	3,000	3,000	18,000
Printing/Copying	3,000	1,000	1,000	1,000	1,000	7,000

Intern Supervision & Travel	1,500	1,500	1,500	1,500	1,500	7,500
TOTALS	12,500	6,500	6,500	6,500	6,500	38,500
M.Ed. in LITERACY SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue Generated from the State	-	-	-	-	-	-
Tuition Funding (New students only)	13,380	59,340	59,340	59,340	59,340	250,740
Other State Funding	0	0	0	0	0	0
Reallocation	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding	0	0	0	0	0	0
TOTALS	13,380	59,340	59,340	59,340	59,340	250,740

Institutional Approval

University Body

Date of Approval

Vice President for Academic Affairs

8/12/10

Graduate Faculty

4/23/10

Graduate Council

4/12/10

Teacher Education Committee	3/11/10
College Dean	1/20/10
College Faculty Assembly	1/19/10
College Curriculum Committee	1/6/10
Department Curriculum Committee	12/2/09