

MA in Reading, Language and Literacy

CALIFORNIA STATE UNIVERSITY SAN MARCOS

For Academic Programs Office Use Only
R. E. _____ Catalog _____ File _____

PROGRAM CHANGE PROPOSAL - Form P-2

COLLEGE [] CHABSS [] CoBA [X] CoEHHS [] CSM

TITLE OF PROGRAM Master of Arts in Reading, Language and Literacy Discipline Education

Check one: [X] Change to Program [] Program Deletion

TITLE OF DEGREE PROGRAM: Master of Arts in Reading, Language and Literacy

This form is the signature sheet for a change to, or deletion of, an existing program. Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

- 1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

Does this proposal impact other disciplines or units? Yes [] No [X] If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Table with 4 rows for signatures. Columns: Discipline/Unit, Signature, Date, Support, Oppose.

Approval process section with numbered lines 1-9 for signatures and dates. Includes handwritten signatures and dates like 4.5.17, 4/6/17, and 10-19-17.

* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.
^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

Academic Programs
Tracker RP BLP
RECEIVED OCT 20 2017

P-2 Master of Arts in Reading, Language and Literacy

For a change to a program,

1. *Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.*

The purpose of this proposal is to satisfy a request based on a new Executive Order from the Chancellor's office to "elevate" the Master of Arts in Education with a specialization in Literacy to a stand-alone Master of Arts in Reading, Language, and Literacy. The current MA Literacy program is one of several options in the Master of Arts in Education. The nine "core" common units with other Master of Arts options are fewer than the 12 units the new Executive Order requires. In the case of the Literacy option, 30 of the 39 units focus on meeting the standards for credentials offered by the California Teacher Credentialing Commission (CTC)—the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential. The current recommendation is for these 24 units to be the "core" units and for the Master of Arts in Reading, Language, and Literacy to exist not as an option in a general option Master's, but as a stand-alone course of study.

This course of study is connected to the learning outcomes of the program as it is filling a need to prepare and recommend credentialing for literacy leaders in California. The course of study may be better recognized and evaluated from the perspective of a stand-alone Master of Arts in Reading, Language, and Literacy.

2. *Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.*

Program Overview: The Master of Arts in Reading, Language, and Literacy consists of the Core Coursework and the Culminating Project (Thesis or Project). Students may add the Field Experience class (EDUC 614b) to be eligible for the Reading and Literacy Added Authorization (RLAA), and they may add the EDUC 614b and the Field Experience for the Reading and Literacy Leadership Specialist Credential (RLLSC) (EDUC 623) to be eligible for both the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential. But these two courses are NOT required for the Master of Arts in Reading, Language, and Literacy.

The Core Coursework: All master's students in the Master of Arts in Reading, Language, and Literacy will complete the Core Coursework (each course is 3 semester units) for a total of 24 units. If students wish to earn the advanced credentials while completing the M.A. they can add 2 additional courses to earn the RLAA and RLLSC credentials issued by the state of California. (Please note that two additional courses are required by CCTC for the added authorization and specialist credential, but are not required to complete the M.A.)

Core Coursework:

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 616	3
EDUC 614a	3
EDUC 618	3
EDUC 619	3
EDUC 627	3
Total	24

The Culminating Experience: All master's students in the Master of Arts in Reading, Language, and Literacy must complete two additional courses:

EDUC 622	3
EDUC 698	3
Total:	6

The culminating experience may be a thesis or a project.

Total units for M.A.: 30

*Master of Arts in Reading, Language, and Literacy + Reading and Literacy Added Authorization (RLAA)

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 616	3
EDUC 614a	3
**EDUC 614b	3
EDUC 618	3
EDUC 619	3
EDUC 627	3
EDUC 622	3
EDUC 698	3
Total:	33 units

*Master of Arts in Reading, Language, and Literacy + Reading and Literacy Leadership Specialist Credential

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 616	3
EDUC 614a	3
**EDUC 614b	3
EDUC 618	3
EDUC 619	3
EDUC 627	3

EDUC 622	3
**EDUC 623	3
EDUC 698	3
Total:	36 units

The Culminating Experience: All master's students in the Master of Arts in Reading, Language, and Literacy must complete two additional courses: EDUC 622 Research Methodology (3 units) and EDUC 698 Master's Culminating Experience Seminar (3 units)

The culminating experience may be a thesis or a project.

Admission Requirements:

1. Bachelor's degree
2. A minimum undergraduate grade point average of 2.5
3. Application for the Master of Arts in Reading, Language, and Literacy in the School of Education, and paid fee.
4. Teaching credential or equivalent experience*
5. Statement of Purpose — a typed, double-spaced, one-to-two page statement that tells about you and why you wish to pursue a master's degree in education. Things you might include are: your goals, ideals, experiences, special skills, community service.
6. Two letters of recommendation from individuals familiar with your work in the field of education
7. Completion of the Graduate/Post-baccalaureate application to the university.

*Three years of full time teaching experience are required prior to recommendation for the California Reading and Literacy Added Authorization and the California Reading and Literacy Leadership Specialist Credential

***Not a requirement for the M.A. – Literacy program. This experience is only a requirement for those individuals who wish to be recommended for the California Reading and Literacy Added Authorization and the California Reading and Literacy Leadership Specialist credentials.*

In order to be eligible for a California Advanced Credential (Reading and Literacy Specialist Credential) candidates must hold a basic California Clear Credential, fulfilled Basic Skills requirements, and satisfied minimum years of regular teaching experience.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Completion Requirements: The following completion activities apply to all Master of Arts in Reading, Language, and Literacy students:

1. Successful completion of the core courses with a minimum 3.0 GPA
2. Advancement to candidacy
3. Completion of a culminating experience under the direction of a faculty committee
4. Continual enrollment in EDUC 698 until successful completion of the culminating experience

5. Acceptance of up to nine (9) units of graduate-level coursework from another Reading and Literacy Added Authorization approved program may be transferred into the CSUSM program with faculty approval.

Grading: All coursework will earn a letter grade except field studies that will earn credit/no credit. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review.

Master's Student Graduate Writing Assessment Requirement (GWAR): Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. Please refer to page 118 of the catalog for more information regarding this requirement. Students will fulfill the GWAR in EDUC 622.

Program Student Learning Outcomes: Students graduating with a Master of Arts in Reading, Language, and Literacy will master the following outcomes:

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning (EDUC 606, 610)

PSLO #2: Proficiency in promoting a culture of literacy that meets the needs of all students: Demonstrate a commitment to culturally proficient literacy instruction through the signature assignments developed per the program principles. (EDUC 606, 613, 616, 618)

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports, instructional plans and school wide program planning based upon individual students' assessed needs as well as school wide professional development needs. (EDUC 613, 614a, 627)

PSLO #4: Research Analysis: Analyze and integrate research to design or implement an integrated, comprehensive, and balanced literacy curriculum (EDUC 619, 622, 698)

TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

READING AND LITERACY ADDED AUTHORIZATION

The School of Education offers a Reading and Literacy Added Authorization Program as a focus area within the ~~General Option in the Master's Program~~. Students may complete only the Reading and Literacy Added Authorization Program without completing the MA. The purpose of the Reading and Literacy Added Authorization is to prepare teachers to assist other teachers and administrators in the areas of the language arts -- reading, writing, listening, speaking -- both in creating literacy programs and across the curriculum. Teachers will become knowledgeable about current reading and writing theory, literacy research and pedagogy, literacy development and learning, children's and adolescent literature, assessment and curriculum development. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent). Three years of full-time teaching experience is required prior to recommendation for the Reading and Literacy Added Authorization.

Required Courses for the Reading and Literacy Added Authorization:

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
Total Units	18

Please note: Candidates for the Reading and Literacy Leadership Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than a B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading and Literacy Leadership Specialist Credential.

READING AND LITERACY LEADERSHIP SPECIALIST CREDENTIAL

The purpose of the Reading and Literacy Leadership Specialist Credential is to prepare teachers to assume classroom, school and district leadership positions in the areas of language arts and curriculum. Candidates will become knowledgeable of current reading and writing theory, research and pedagogy, literacy learning, children and adolescent literature, assessment, and curriculum development. In addition, candidates will learn to assist in the development of assessment instruments and procedures as well as the role and responsibilities associated with leadership in literacy programs. Courses contain information regarding the issues of special populations, multilingual/multicultural, and biliteracy strands, as well as projects that connect academic work to school contexts and address K-12 issues. In addition, research methodology and the utilization of technology as it relates to literacy instruction are infused throughout the courses.

Master's Arts in Reading, Language and Literacy

Keep descriptions of advanced credentials

Students may complete the Reading and Literacy Added Authorization Program and Reading and Literacy Leadership Specialist Credential without completing the MA. To complete the Reading and Literacy Leadership Specialist Credential, students must first complete the Reading and Literacy Added Authorization Program. Candidates must hold a CTC-approved valid basic teaching credential (or equivalent), and have three years of experience (or equivalent).

Student Learning Outcomes

The student learning outcomes for the Reading and Literacy Leadership Specialist Credential are defined by the California Commission on Teacher Credentialing. Reading and Literacy Leadership Specialist Credential authorizes the holder to provide the following services as a reading specialist in any grade level K-12, or in classes organized for adults:

- 1 Assist and support the classroom teacher in reading instruction and teaching strategies
- 2 Select and adapt reading instruction materials; plan and conduct reading staff development.
- 3 Assess student progress and monitor student achievement in reading
- 4 Provide direct reading intervention work with students
- 5 Develop and coordinate reading programs at the school, district, or county level.

Required Courses for the Reading and Literacy Leadership Specialist Credential (12 additional units beyond the Reading and Literacy Added Authorization)

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 614A	3
EDUC 614B	3
EDUC 616	3
EDUC 618	3
EDUC 619	3
EDUC 623	3
EDUC 627	3
Total units	30

Please note: Candidates for the Reading and Literacy Leadership Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than a B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading and Literacy Leadership Specialist Credential

MASTER OF ARTS IN EDUCATION

Philosophy

The Master's Program at California State University San Marcos is characterized by its emphasis on critical pedagogy and reflective practice. Its view of the classroom teacher and administrator as an instructional, ethical, and curricular leader places high value on individual empowerment, on multiple ways of knowing, on the construction of meaning, and on the production (vs. reproduction) of knowledge.

Objective

The Master of Arts in Education is designed for classroom teachers, administrators, and other educators who wish to extend or refine their knowledge and skills beyond the level attained in their previous studies. For some, master's level study is a way to improve their performance in the classroom; others seek preparation for leadership roles at the school or district level; still others may wish to use master's studies as the basis for graduate work at the doctoral level.

English Learner Competency

All options of the Master of Arts in Education require students to achieve competence in instructing English learners. Candidates who do not currently possess the Bilingual/Authorization, or B/CLAD, or SB 2042 English Learner Authorization, or Cross-Cultural, Language and Academic Development (CLAD) must take courses in order to apply for the state-approved CTEL Program Certification. Details found on [page 152](#). Communicative Sciences & Disorders does not have this requirement.

The CTEL Certificate

The CTEL Certificate Program consists of 12 units of coursework (4 courses) accompanied by candidates submitting a final portfolio to demonstrate mastery of the CTEL standards. The four (4) courses are offered at the MA level so that candidates completing the CTEL program can apply their courses towards a Master of Arts in Education – a 30-unit degree program. The final portfolio is an online submission in which candidates write a narrative reflecting upon how s/he has met the CTEL standards, and attach assignments from the courses they completed as evidence. The portfolios are reviewed and assessed by the leadership team responsible for administering the CTEL program under the direction of the Coordinator of the Multicultural/Multilingual Programs.

The CTEL Certificate program leads to issuance of a CLAD Certificate. Please see [page 155](#) for CTEL requirements.

Program Overview

The Master of Arts in Education consists of three components: Core Coursework, the Option, and the Culminating Experience

1. The Core Coursework

All master's students in the School of Education will complete the Core Coursework for a total of six (6 units), as follows:

EDUC 602 or **EDAD 610**
EDUC 622

2. The Options

The options allow students to pursue their particular areas of interest according to their individual needs and goals. Students may choose from the following Options:

- General
- Educational Administration
- Special Education

3. The Culminating Experience

All MA students in the School of Education must complete EDUC 698 - Master's Culminating Experience Seminar (3 units) as part of the culminating experience for Master's study. The culminating experience may be a thesis; a project, including The National Board Certification Teacher (NBCT) process; or the National Examination in Speech Language Pathology (PRAXIS); or a comprehensive examination as permitted by the option. Master's candidates are encouraged to work collaboratively and may choose from a variety of forms to present their work

Admission Requirements

General requirements are listed below. Any additional requirements for specific options are found in the description for that option

Required:

1. Basic credential
2. Application for the Master of Arts in Education in the School of Education and \$25 fee
3. Interview with appropriate School of Education Admissions Committee
4. Two (2) letters of recommendation from individuals familiar with the candidate's work in the field of education.
5. Statement of Purpose describing the candidate's interest in pursuing the degree.
6. GPA according to the university admission policy.
7. Completion of the Graduate/Post-baccalaureate Application to the University
8. Official transcripts

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Other Master of Arts in Education Requirements

The following information applies to all master's students in the School of Education:

- Prerequisite: Successful completion of an option and advancement to candidacy
- Planning, preparation, and completion of a culminating experience under the direction of a faculty committee
- Collaboration among master's students and school districts is encouraged
- Note: candidates must continually enroll in **EDUC 698** until successful completion of the culminating experience
- Upon faculty approval, up to nine (9) units of graduate-level coursework in education or a related field may be transferred into the program

Grading

All coursework will earn a letter grade. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review

Master's Student Graduate Writing Assessment Requirement

Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. Please refer to [page 118](#) for more information regarding this requirement

Student Learning Outcomes

Students graduating with a Master of Arts in Education will:

- Meet California Commission on Teacher Credentialing English Learner competencies, if not already met through a basic credential program
- Create a Social Justice Action Plan (**EDUC 602**)
- Be effective consumers of educational research (**EDUC 622** – Research Proposal).
- Develop and apply research skills to address practice within the candidate's teaching setting.
- Meet additional individually-designed program outcomes that address their professional goals.

Area of Study:

SCHOOLING, CULTURE, AND LANGUAGE

Schooling, Culture, and Language courses prepare educators to take on leadership roles for social change. Such areas of focus may include, but are not limited to: multicultural curriculum development; differentiated instruction for English learners; culturally and linguistically diverse students; students with special needs; and working collaboratively with families and communities. Candidates are also able to earn an optional Multicultural Specialist Certificate by completing the following coursework:

EDUC 641	3
EDUC 643	3
EDUC 644	3
EDUC 647	3

SCIENCE, MATHEMATICS, AND EDUCATIONAL TECHNOLOGY FOR DIVERSE POPULATIONS

Courses in this area prepare teachers for positions of leadership at the school or district level in the areas of science, mathematics, and/or educational technology. This coursework is designed for teachers who wish to strengthen their knowledge and performance in one of these areas. Candidates are also able to earn an optional Science Education Certificate by completing the following coursework:

EDST 610	3
EDST 611	3
EDST 612	3
EDST 613	3

TEACHING, LEARNING, AND LEADERSHIP

Courses within this area are designed for K-12 teachers in any subject area who wish to enhance their expertise as educators. Coursework focuses upon the examination of who is being taught, how they learn, and the development of best teaching practices to meet the needs of all students.

EDUCATIONAL ADMINISTRATION

These courses prepare site and district administrators for positions of leadership in the elementary, middle, and secondary schools and is fully described under the Masters Program, Option 2. General Option candidates, may, however, use courses within this area to also satisfy the 21-unit course electives required for the General Option.

~~LITERACY EDUCATION~~

~~Courses within this area prepare teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Candidates may earn a Reading and Literacy Added Authorization or a Reading and Literacy Leadership Specialist Credential on the way to a master's degree, or use courses within this area to satisfy the 21-unit course electives required for the General Option.~~

~~The M.A. in Education, General Option with a focus in Literacy Education is offered entirely on-line through Extended Learning.~~

INTERNATIONAL BACCALAUREATE TEACHER STUDIES AND PREPARATION

Courses in this area fulfill the International Baccalaureate (IB) professional development requirement for program authorization and evaluation in IB schools. Completion of either the Primary Years curriculum or the Middle Years curriculum prepares newly credentialed teachers, experienced teachers, teacher leaders, and school site administrators for the International Baccalaureate Teacher Award Level I Certificate.

Primary Years:

	Units
EDUC 630	3
EDUC 631	3
EDUC 632A	2
EDUC 632B	2

Middle Years:

EDUC 632A	2
EDUC 632B	2
EDUC 633	3
EDUC 634	3

SPECIAL EDUCATION

Courses prepare educators to take on leadership roles in the delivery of special education services to children and youth with identified disabilities. These courses provide an advanced career path in special education for those who hold a valid basic teaching credential (or equivalent) and are seeking to concentrate in Special Education.

Master of ^{ARTS IN} Reading, Language and Literacy

I164

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language
(alphabetical?)

M.A. in Education

Masters of Educational Administration

California State University San Marcos
Program Elevation
Master of Arts, Reading, Language, and Literacy
March 2017

Elevating Options or Concentrations to a Full Degree Program Template
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1. Program Type (Please specify any from the list below that apply—delete the others)

c. Option Elevation

2. Program Identification

a. *Campus:* California State University San Marcos

a. *Full and exact degree designation and title:* Master of Arts in Reading, Language, and Literacy

c. *Term and academic year of intended implementation:* Spring 2018

d. *Total number of units required for graduation:* 30 semester units

e. *Name of the department that would offer the proposed degree major program:* School of Education in the College of Education, Health, and Human Services
Literacy program

f. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program.* Dr. Laurie Stowell Professor, Literacy Program Coordinator

g. *Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.*

No, the proposed program is not subject to WASC Substantive Change review.

h. *Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code*

CSU degree program code: 08271

Classification of Instructional Program (CIP) code: 13.0401

- i. *Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.*
Students who applied and matriculated in the General Option: Literacy option, on or before Fall 2017 will have the degree posted at Master of Arts: General Option, Literacy option. There will be no substantive change in the program.
- j. *Provide evidence the current option will be discontinued once all existing students exit the program.*
The current option will no longer exist in the catalog nor in the School of Education. See the revised catalog description.

3. Program Overview and Rationale

- a. *Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.*

The College of Education, Health, and Human Services currently offers a Masters of Art: General Option with specializations, including Literacy, Educational Administration, special education and others. The specializations are administered as separate cohorts, curriculum, admission processes, and unique credentials or certificates. The rationale for this option elevation proposal is to acknowledge a more extensive core curriculum and depth of study for students, and the program recognition by the community as well as to comply with Executive Order 1071.

The College of Education first began to offer the MA with an option in Literacy in 1991 and in Extended Learning (EL) in 2016-2017. The purpose of the specialization was to offer a program that answered a need in the region and to develop leadership in literacy education both locally and across California. After the option was initially conceived, literacy faculty (including our current dean Dr. Janet Powell, Dr. Alice Quioco and myself) submitted a program proposal to the California Commission on Teacher Credentialing for the Advanced Credentials at that time entitled the Reading Certificate and the Reading Specialist Credential. At the time, teachers and literacy coaches had to have the Reading Specialist Credential to apply for Reading Specialist positions, literacy coaches and the like at school sites and district offices. The M.A. enabled teachers to receive the Reading Certificate and the Reading Specialist Credential embedded within our master's program.

In 2011, the California Commission on Teacher Credentialing (CCTC) revised the program standards for the Reading Certificate and the Reading Specialist Credential partially in response to the newly adopted California ELA Common Core Standards and in part an update of best theory, research and practice in the field of reading and literacy. The new advanced credentials are now called the Reading and Literacy Added Authorization (formerly the Reading Certificate) and the Reading and Literacy Leadership Specialist Credential (formerly the Reading Specialist Credential). When the CCTC revised the standards, the literacy faculty decided to

review the vision, philosophy and pedagogy of the graduate program in literacy and we revised the entire program. We developed 12 guiding principles based in part on our principles from our professional organizations (National Council of Teachers of English and the International Literacy Association), literacy for the 21st century and regional needs. (These principles can be found at the end of this document in Appendix A.) We then developed new coursework, submitted a program proposal to the CCTC in the fall of 2014 and we were approved to offer these new advanced credentials, again embedded within our M.A.

Students completing the program qualify for the Reading and Literacy Added Authorization, Reading and Literacy Leadership Specialist Credential, as well as a Masters of Arts. Graduates of the program are eligible for literacy leadership positions at school and district sites like Reading Specialists, Literacy Coaches, Teachers on Special Assignment and the like. The program trains current teachers for all three levels of schooling: elementary, middle, and high schools.

This program aligns with the mission of the university in that it focuses on the student as “an active participant in the learning process”. The literacy students are involved with their community, participate in collecting K-12 student data, conduct real world field studies, assess student needs in literacy, implement instructional plans, tutor under served students and develop plans for school wide improvement in literacy. The program is distinguished by “exemplary teaching, innovative curricula, and the application of new technologies”. Courses are taught primarily by the tenure track faculty in literacy along with a few literacy leaders in the region.

The current curriculum offered in the MA with a specialization in literacy is very similar to other " Masters in Reading, Language, and Literacy Masters in Reading, Language, and Literacy " programs offered in California and elsewhere. Elevating the Masters in Reading, Language, and Literacy to a separate degree will more easily market the program and will also align it with current students, schools, and district expectations. Additionally, this option elevation is required by the Chancellor's Office Executive Order 1071.

- b. *Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).*

Proposed Catalog Copy

Program Overview: The Master of Arts in Reading, Language, and Literacy consists of the Core Coursework and the Culminating project or thesis. Students may add the Field Experience class (EDUC 614b) to be eligible for the Reading and Literacy Added Authorization (RLAA), and they may add the EDUC 614b and the Field Experience for the Reading and Literacy Leadership Specialist Credential (RLLSC) (EDUC 623) to be eligible for both the Reading and Literacy Added Authorization and the Reading and

Literacy Leadership Specialist Credential. But these two courses are NOT required for the Master of Arts in Reading, Language, and Literacy.

The Core Coursework: All master's students in the Master of Arts in Reading, Language, and Literacy will complete the Core Coursework (each course is 3 semester units) for a total of 24 units. If students wish to earn the advanced credentials while completing the M.A. they can add 2 additional courses to earn the RLAA and RLLSC credentials issued by the state of California. (Please note that two additional courses are required by CCTC for the added authorization and specialist credential, but are not required to complete the M.A.)

Core Coursework:

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 616	3
EDUC 614a	3
EDUC 618	3
EDUC 619	3
EDUC 627	3
Total	24

The Culminating Experience: All master's students in the Master of Arts in Reading, Language, and Literacy must complete two additional courses:

EDUC 622	3
EDUC 698	3
Total:	6

The culminating experience may be a thesis or a project.

Total units for M.A.: 30

*Master of Arts in Reading, Language, and Literacy + Reading and Literacy Added

Authorization (RLAA)

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 616	3
EDUC 614a	3
**EDUC 614b	3
EDUC 618	3
EDUC 619	3
EDUC 627	3
EDUC 622	3
EDUC 698	3
Total:	33 units

*Master of Arts in Reading, Language, and Literacy + Reading and Literacy Leadership Specialist Credential

EDUC 606	3
EDUC 610	3
EDUC 613	3
EDUC 616	3
EDUC 614a	3
**EDUC 614b	3
EDUC 618	3
EDUC 619	3
EDUC 627	3
EDUC 622	3
**EDUC 623	3
EDUC 698	3
Total:	36 units

The Culminating Experience: All master's students in the Master of Arts in Reading, Language, and Literacy must complete two additional courses:
EDUC 622 Research Methodology (3 units) and
EDUC 698 Master's Culminating Experience Seminar (3 units)

The culminating experience may be a thesis or a project.

Admission Requirements:

1. Bachelor's degree
2. A minimum undergraduate grade point average of 2.5
3. Application for the Master of Arts in Reading, Language, and Literacy in the School of Education, and paid fee.
4. Teaching credential or equivalent experience*
5. Statement of Purpose — a typed, double-spaced, one-to-two page statement that tells about you and why you wish to pursue a master's degree in education. Things you might include are: your goals, ideals, experiences, special skills, and community service.
6. Two letters of recommendation from individuals familiar with your work in the field of education
7. Completion of the Graduate/Post-baccalaureate application to the university.

*Three years of full time teaching experience are required prior to recommendation for the California Reading and Literacy Added Authorization and the California Reading and Literacy Leadership Specialist Credential

***Not a requirement for the M.A. – Literacy program. This experience is only a requirement for those individuals who wish to be recommended for the California Reading and Literacy Added Authorization and the California Reading and Literacy Leadership Specialist credentials.*

In order to be eligible for a California Advanced Credential (Reading and Literacy Specialist Credential) candidates must hold a basic California Clear Credential, fulfilled Basic Skills requirements, and satisfied minimum years of regular teaching experience.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Completion Requirements: The following completion activities apply to all Master of Arts in Reading, Language, and Literacy students:

1. Successful completion of the core courses with a minimum 3.0 GPA
2. Advancement to candidacy
3. Completion of a culminating experience under the direction of a faculty committee
4. Continual enrollment in EDUC 698 until successful completion of the culminating experience
5. Acceptance of up to nine (9) units of graduate-level coursework from another Reading and Literacy Added Authorization approved program may be transferred into the CSUSM program with faculty approval.

Grading: All coursework will earn a letter grade except field studies that will earn credit/no credit. A grade-point average of 3.0 must be maintained and any grade of less than a B- will be subject to review.

Master's Student Graduate Writing Assessment Requirement (GWAR): Students need to fulfill the Master's Student Graduate Writing Assessment Requirement before advancing to candidacy. Please refer to page _____ of the catalog for more information regarding this requirement.

Program Student Learning Outcomes: Students graduating with a Master of Arts in Reading, Language, and Literacy will master the following outcomes:

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning (EDUC 606, 610)

PSLO #2: Proficiency in promoting a culture of literacy that meets the needs of all students: Demonstrate a commitment to culturally proficient literacy instruction through the signature assignments developed per the program principles. (EDUC 606, 613, 616)

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports, instructional plans and school wide program planning based upon individual students' assessed needs as well as school wide professional development needs. (EDUC 614a, 623, 627)

PSLO #4: Research Analysis: Analyze and integrate research to design or implement an integrated, comprehensive, and balanced literacy curriculum (EDUC 619, 622, 698)

- c. *Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area.*

The campus approval process includes approval of both the stateside and Extended Learning program leaders. On the stateside, the program elevation will be reviewed, discussed for approval, and signed by:

1. The School of Education Director
2. The College of Education, Health and Human Services Associate Dean
3. The chair of the College Curriculum Committee
4. The chair of the University Curriculum Committee
5. The Provost
6. The University President
7. The Chancellor's Office

The Program Director, Associate Dean of Extended Learning, and Dean of Extended Learning will review the program elevation proposal. The stateside approval will be accepted by Extended Learning as meeting the required criteria.

The Dean of Academic Programs is overseeing the process and reviewing all documents for accuracy, timeliness, and the approval.

The process to establish the stand-alone program is not known by any of the participants in the current process, and thus the level of commitment can't be compared to that of the current proposal. The current proposal does include this master's degree being additionally offered through Extended Learning in an online format, which will broaden the interest and enrollment of the program.

4. Curriculum – *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*

- b. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.*

The proposed elevation to MA in Reading, Language and Literacy makes no curricular modifications to the existing Master of Arts: General Option-Literacy. Set forth below is a curriculum comparison with regard to the proposed elevation:

Side-by-Side Comparison MA: Option, Literacy (15-17 catalog) with proposed course elevation					
MA in education: Option-Literacy			Master of Arts in Reading, Language, and Literacy		
Course	Title	Units	Course	Title	Units
EDUC 606	Foundations of Literacy and literacy instruction	3	EDUC 606	Foundations of Literacy and literacy instruction	3
EDUC 613	Multilingual learners, literacy & language	3	EDUC 613	Multilingual learners, literacy & language	3
EDUC 610	Reading & writing research	3	EDUC 610	Creating conditions for engagement & independence for literacy	3
EDUC 614a	Reading & writing assessment	3	EDUC 614a	Reading & writing assessment	3

EDUC 616	Learning through text	3	EDUC 616	Learning through text	3
EDUC 614b	*Integrating curriculum through Clinical	3	EDUC 614b*	Integrating curriculum through Clinical Experience*	3
EDUC 618	Teaching writing in multicultural classrooms	3	EDUC 618	Teaching literacy for the 21 st century	3
EDUC 619	Teaching literacy for the 21 st century	3	EDUC 619	Teacher inquiry to improve student learning	3
EDUC 627	Designing, developing & evaluating effective programs	3	EDUC 627	Designing, developing & evaluating effective programs	3
EDUC 623	Integrating curriculum through Clinical Experience*	3	EDUC 623	Integrating curriculum through Clinical Experience*	3
EDUC 602	Schooling in a multicultural society	3			
EDUC 622	Research Methodology	3	EDUC 622	Research Methodology	3
EDUC 698	Thesis	3	EDUC 698	Thesis	3
Total units		39	Total units	Total units for M.A. Total units for M.A. + RLAA & RLLSC	30 36

**Not required for the M.A., but required for CCTC advanced credentials.*

*** Not required for the new MA in Reading, Language, and Literacy*

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

*Master of Arts in Reading, Language, and Literacy
Comprehensive Assessment Plan*

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning

PSLO #2: Proficiency in promoting a culture of literacy that meets the needs of all students: Demonstrate a commitment to culturally proficient literacy instruction through the signature assignments developed per the program principles.

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports, instructional plans and school wide program planning based upon individual students' assessed needs as well as school wide professional development needs.

PSLO #4: Research Analysis: Analyze and integrate research to design or implement an integrated, comprehensive, and balanced literacy curriculum

<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>
<i>PSLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/ findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program data/ findings disseminated on schedule</i>	<i>Anticipated closing the loop strategies</i>
#1 Meet the required standard for dispositions for the profession	EDUC 606, 610	Reflection and peer feedback	Digital survey/rubric	Four times in four semesters	Quantitative data, average scores	Assessment specialist, program faculty	Yearly	Follow up on dissemination schedule and completion
#2 Promoting a culture of literacy	EDUC 606, 613, 616, 618	Collect and select artifacts, reflection from these courses	Digital portfolio: Comprehensive exit portfolio	Culmination of program	Quantitative data in scores, qualitative from reviewer feedback	Program faculty	At the conclusion of the cohort program	Program faculty follow up with students on completion of Comprehensive Exit Portfolio
#3 Assessment & program planning	EDUC 613, 614 a & b, 623, 627	Collect assessment data, develop instructional plan, draw conclusions and write an action plan	Site-based Case Study Paper	One time in four semesters, 15 weeks	Quantitative data in scores	Faculty of record for EDUC 613, 614 a & b, 623, 627	Semester 3 and final semester	Communication between faculty of EDUC 614 a & b, 623, 627
#4 Analyze and integrate research	EDUC 622, 618, 619, EDUC 698	Analyze 21 st century tools to implement in literacy curriculum, Write a five chapter research paper	Analyze 21 st century literacy tools assignment in 618 Thesis	One time at or near the conclusion of the credential coursework	Completion or non-completion	Thesis chair	At the conclusion of the cohort program	Coordination with the library, student services, and IRB

	Introduced	Developed	Mastered
PSLO #1	EDUC 606	EDUC 610	EDUC 610
PSLO #2	EDUC 606	EDUC 616, 618	EDUC 613
PSLO #3	EDUC 614a, 613	EDUC 614 a & b EDUC 623	EDUC 627
PSLO #4	EDUC 606	EDUC 618, 619, 622	EDUC 698

Key to the matrix:

Matrix abbreviations:

I: Standard Introduced

D: Developing content knowledge of Standard

M: Sufficient evidence of Mastery of Standard

Course names:

Reading and literacy added authorization

EDUC 606: Foundations of Literacy and literacy instruction (3)

EDUC 613: Multilingual learners, literacy and language (3)

EDUC 610: Creating conditions for engagement and independence for literacy classrooms (3)

EDUC 614a: Reading and writing assessment (3)

EDUC 614b: Integrating curriculum through fieldwork/clinical experiences (3)

EDUC 616: Learning through text (3)

Reading and literacy leadership specialist credential

EDUC 618: Teaching literacy for the 21st Century (3)

EDUC 619: Teacher inquiry to improve student learning (3)

EDUC 623: Integrating curriculum through fieldwork/clinical experiences (3)

EDUC 627: Designing, developing and evaluating effective programs (3)

Courses to complete the Master's degree:

EDUC 622: Research methodology in Education (3 units)

EDUC 698: Master's Thesis/Project (3 units)

5. Evidence of Potential Student Demand

	Enrollment Numbers	Projection
Stateside		
2013-14		X
2014-15		X
2015-16	5	X
2016-17	6	X
2017-18	X	
Extended Learning		
Cohort 1, 9/21/16	8	X
Cohort 2, 10/30/16	11	X
Cohort 3, 1/06/17	10	18
Cohort 4	X	
Cohort 5	X	18
Cohort 6	X	18

6. Self-Support Programs

- a. *Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.*

Master of Arts in Reading, Language, and Literacy will be offered fully online in an accelerated format. The program courses will be offered in a carousel that allows students to begin the program at multiple points throughout the year. Offering the program online allows CSU San Marcos to reach students outside of the local service area.

- b. *Explain how state-support funding is either unavailable or inappropriate.*

The proposed program will be offered through self-support without use of State General Fund appropriation. Without a self-support initiative, an M.A. Education degree would be unavailable in an accelerated format fully online. Due to the program admitting multiple times per year there is a need of additional faculty resources and section offerings. The current FTE allocation cannot accommodate the increase of students. Also, the increase of students will require additional student services, online retention, and admission and advising resources, which are at a cost beyond what could be reasonably provided within CSU Operating Funds.

- c. *Explain how at least one of the following additional criteria shall be met:*

- i. The courses or program are primarily designed for career enrichment or retraining;

- ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
- iii. The course or program is offered through a distinct technology, such as online delivery;
- iv. *For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;*
- v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

Explanation iv. The proposed program will be offered through self-support without use of State General Fund appropriation. Without a self-support initiative, a M.A. Education degree would be unavailable in an accelerated format fully online. Due to the program admitting multiple times per year there is a need of additional faculty resources and section offerings. The current FTE allocation cannot accommodate the increase of students. Also, the increase of students will require additional student services, online retention, and admission and advising resources, which are at a cost beyond what could be reasonably provided within CSU Operating Funds.

6.d - Cost Recovery Budget. See page 23

Appendix A

Guiding Principles for Master of Arts in Reading, Language and Literacy

Highly effective literacy teachers of monolingual and multilingual students...

1. Understand major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental and sociocultural foundations of reading and writing development, processes, and components,
2. Appreciate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum.
3. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments.
4. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs.
5. Use a variety of assessment information to plan and evaluate instruction [intervention and enrichment]
6. Learn how to teach English literacy by harnessing students' primary language knowledge base to enable them to develop competency in the English language arts and to develop understanding of content across the curriculum.
7. Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, and critically evaluate information and to create and communicate knowledge. [digital literacy]

8. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
9. Participate in design, facilitate, lead, and evaluate effective and differentiated literacy programs for students and professional development programs.
10. Develop and investigate questions, examine assumptions and beliefs, collect and analyze data to improve their teaching and students' learning. [teacher inquiry]
11. Understand and influence local, state, or national policy decisions.
12. Develop and implement strategies to advocate for equity, excellence, and social justice for all students.

Submit completed proposal packages to:

APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us

Dr. Christine Mallon
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Academic Programs and Faculty Development

Phone (562) 951-4672

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cmallon@calstate.edu

Academic Programs and Faculty Development is on the Web <http://www.calstate.edu/APP/>

Contact Extended Education

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stthomas@calstate.edu

Program Financial Analysis & Pro Forma
M.A. in Reading, Language, and Literacy

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Tuition	\$399	\$399	\$449	\$449	\$449
Cohort	25	30	35	38	42
Units Taken	39	39	39	39	39

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Revenue					
Tuition	\$ 389,025	\$ 466,830	\$ 612,885	\$ 665,418	\$ 735,462
Attrition	\$ 38,903	\$ 46,683	\$ 61,289	\$ 66,542	\$ 73,546
Total Revenue	\$ 350,123	\$ 420,147	\$ 551,597	\$ 598,876	\$ 661,916
Direct Expenses					
Faculty/Staff					
Instructors	\$ 132,000	\$ 135,960	\$ 140,039	\$ 144,240	\$ 148,567
Instructors Benefits	\$ 36,036	\$ 37,117	\$ 38,231	\$ 39,378	\$ 40,559
Faculty Coordination	\$ 13,200	\$ 13,596	\$ 14,004	\$ 14,424	\$ 14,857
Faculty Coordination Benefits	\$ 3,604	\$ 3,712	\$ 3,823	\$ 3,938	\$ 4,056
Support Faculty	\$ 4,400	\$ 4,532	\$ 4,668	\$ 4,808	\$ 4,952
Computers	\$ 9,250	\$ 11,100	\$ 12,950	\$ 14,060	\$ 15,540
Total Direct Expenses	\$ 198,490	\$ 206,017	\$ 213,714	\$ 220,847	\$ 228,531
Operating Income/Margin	\$ 151,633	\$ 214,130	\$ 337,882	\$ 378,029	\$ 433,385
Indirect Expenses					
CSU/CSUSM 14% of Tuition	\$ 49,017	\$ 58,821	\$ 77,224	\$ 83,843	\$ 92,668
FAS 6% of Expenses	\$ 11,909	\$ 12,361	\$ 12,823	\$ 13,251	\$ 13,712
IITS @ ~1.5% of Rev Chargeback	\$ 5,252	\$ 6,302	\$ 8,274	\$ 8,983	\$ 9,929
Special Sessions Fee (5% to CoEHHS)	\$ 17,506	\$ 21,007	\$ 27,580	\$ 29,944	\$ 33,096
EL Costs @ 30% of Revenue	\$ 105,037	\$ 126,044	\$ 165,479	\$ 179,663	\$ 198,575
Total Indirect Expenses	\$ 188,721	\$ 224,535	\$ 291,379	\$ 315,683	\$ 347,979
Total All Expenses	\$ 387,211	\$ 430,552	\$ 505,093	\$ 536,531	\$ 576,510
Net Profit/Loss	\$ (37,088)	\$ (10,405)	\$ 46,503	\$ 62,346	\$ 85,406
Net Revenue %	-11%	-2%	8%	10%	13%