

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

<b>Elevating Options or Concentrations to a Full Degree Program Template</b>
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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 21<sup>st</sup> 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
<b>**EDUC 614b</b>	<b>3</b>
EDUC 618	3
EDUC 619	3
EDUC 627	3
EDUC 622	3
EDUC 698	3
<b>Total:</b>	<b>33 units</b>

\*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
<b>**EDUC 614b</b>	<b>3</b>
EDUC 618	3
EDUC 619	3
EDUC 627	3
EDUC 622	3
<b>**EDUC 623</b>	<b>3</b>
EDUC 698	3
<b>Total:</b>	<b>36 units</b>

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	<i>*Integrating curriculum through Clinical</i>	3	EDUC 614b*	<i>Integrating curriculum through Clinical Experience*</i>	3
EDUC 618	Teaching writing in multicultural classrooms	3	EDUC 618	Teaching literacy for the 21 <sup>st</sup> century	3
EDUC 619	Teaching literacy for the 21 <sup>st</sup> 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	<i>Integrating curriculum through Clinical Experience*</i>	3	EDUC 623	<i>Integrating curriculum through Clinical Experience*</i>	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 dissemination 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 <sup>st</sup> century tools to implement in literacy curriculum, Write a five chapter research paper	Analyze 21 <sup>st</sup> 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

	<b>Introduced</b>	<b>Developed</b>	<b>Mastered</b>
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 21<sup>st</sup> 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
<b>Stateside</b>		
2013-14		X
2014-15		X
2015-16	5	X
2016-17	6	X
2017-18	X	
<b>Extended Learning</b>		
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](mailto:APP@calstate.edu)

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**Contact Extended Education**

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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
<b>Total Revenue</b>	\$ 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
<b>Total Direct Expenses</b>	\$ 198,490	\$ 206,017	\$ 213,714	\$ 220,847	\$ 228,531
<b>Operating Income/Margin</b>	\$ 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
<b>Total Indirect Expenses</b>	\$ 188,721	\$ 224,535	\$ 291,379	\$ 315,683	\$ 347,979
<b>Total All Expenses</b>	\$ 387,211	\$ 430,552	\$ 505,093	\$ 536,531	\$ 576,510
<b>Net Profit/Loss</b>	\$ (37,088)	\$ (10,405)	\$ 46,503	\$ 62,346	\$ 85,406
<b>Net Revenue %</b>	-11%	-2%	8%	10%	13%