

Cal State Fullerton

COLLEGE OF EDUCATION

(657) 278-3411 | <https://ed.fullerton.edu/>

To: Dean Lisa Kirtman

From: Rosario Ordonez-Jasis, Literacy and Reading Education Department Chair

Subject: Literacy and Reading Education MS PPR External Report

Date: February 25, 2025

Following a comprehensive review of our Literacy and Reading Education MS program, the Internal and External PPR reports indicate strong performance across the seven review areas, with some opportunities for further development. The External Review Team highlighted the following strengths:

- A comprehensive, global philosophical base that drives the program's structure, delivery, and outreach
- Evidence that the program's sound vision and mission are effective
- Integration of a progressive vision in curriculum development, evaluation, and continuous improvement efforts
- Refined the alignment with CSUF's Student Learning Outcomes
- A dedication to refining the program's assessment processes which demonstrates a strong commitment to enhancing student learning
- Strong advising systems
- Robust library/research resources
- Clearly articulated long-term planning

The External Review Committee's feedback offers valuable insights that will guide continuous improvement efforts for the MS program. We have prepared responses to their recommendations, which will be incorporated into our seven-year plan.

We extend our sincere gratitude to the Department of Literacy and Reading Education PPR committee, particularly Drs. Joyce Gomez and Madeleine Mejia, whose instrumental contributions included data and resource collection, PPR report writing, and the development of presentation materials for the External Review Team's kick-off meeting. We also deeply appreciate the time, thorough review, and insightful feedback provided by our External Review Team members, Dr. Karen Escalante, Dr. Chris Street, and Dr. Mahmoud Suleiman.

CSUF

CALIFORNIA STATE UNIVERSITY, FULLERTON
800 N. State College Park Blvd., Fullerton, CA 92831

External Review Team’s recommendations	Literacy and Reading Education Chair’s Responses
<p>1. Program Mission, Goals, and Environment Continue refining the mission to address emerging literacy challenges and trends</p>	<p>Over the next seven years, program faculty will maintain active participation in Professional Learning Communities (PLCs) focused on critical and emerging literacy challenges and trends. Specifically, these PLCs will address identified trends including the Science of Teaching Reading (SoTR), the Science of Reading (SoR), AI literacy, dyslexia, literacy leadership, biliteracy, and the examination of systems of oppression within literacy education.</p> <p>The program is developing a community map to systematically organize new state and national initiatives, policies, and resources. This map will serve as a framework for analyzing the impact of recent political shifts on our approach to (JEIE) in literacy instruction. The community map will also incorporate local educational priorities, student literacy needs data, and current research on evidence-based practices on literacy leadership. It will feature technological advancements, community-based organizations, teacher professional development opportunities, and funding resources that support literacy initiatives. By synthesizing these elements, we will ensure that our pedagogies, course content, and instructional practices are responsive to the diverse needs of learners and aligned with contemporary educational policy trends.</p>
<p>2. Program Description and Analysis Establish a formalized process for curriculum review, ensuring ongoing alignment with educational advancements</p>	<p>While the program currently conducts curriculum reviews within monthly department meetings, the Department will implement separate, dedicated meetings for the Department Curriculum Committee (DCC) to formalize and streamline the review process.</p>
<p>3. Student Academic Achievement and Learning Outcomes Implement feedback loops to improve instruction and student learning experiences</p>	<p>To ensure program responsiveness, annual meetings will be established with the Hazel Miller Croy Reading Center’s Leadership Council, an advisory body consisting of alumni and teachers from local districts, for the purpose of gathering feedback.</p>



<p>4. Faculty Encourage faculty collaboration on interdisciplinary literacy initiatives.</p>	<p>Building upon its commitment to equity-minded pedagogy and services, the program will continue to expand professional development opportunities for faculty and staff. To facilitate this, faculty Professional Learning Communities (PLCs) will be offered each spring, and faculty will be encouraged to collaborate on teaching and scholarly projects suitable for presentation at local annual professional conferences, such as the Orange County Reading Association and the California Reading Association (CRA).</p> <p>Furthermore, the program will initiate interdisciplinary collaborations with other campus departments through the development and implementation of the PK-3 Early Childhood Education (ECE) Credential.</p>
<p>5. Student Support and Advising Expand professional development workshops and networking opportunities for students</p>	<p>Over the next seven years, the MS program will expand professional development workshops and networking opportunities for students through three key initiatives:</p> <p>First, the MS program, in collaboration with the Schools First Center for Creativity and Critical Thinking, will enhance its existing literacy workshops for graduate students and local district in-service teachers. These specialized professional development workshops, which already facilitate student networking and faculty mentorship, will be expanded to include student research, project, and teaching presentations, as well as student-alumni-faculty panels.</p> <p>Second, beginning in Fall 2025, the newly developed READ 501, <i>Graduate Studies for Equity-Minded Specialized Literacy Leaders</i>, will provide comprehensive graduate academic advising, writing support, and an introduction to critical equity-based pedagogies. The in-person, full-day Graduate New Student Orientation will serve as the launch for READ 501 and will feature dedicated student networking opportunities.</p>



	<p>Finally, the program will develop and implement a <i>Critical Literacy Research Apprenticeship Program</i> to mentor graduate scholars and future literacy leaders. Additionally, READ 599, <i>Independent Study</i>, will be more widely offered as an elective, providing students with opportunities to engage in graduate research under the guidance of program faculty.</p>
<p>6. Resources and Facilities Advocate for updated learning spaces to enhance student engagement.</p>	<p>The MS program will maintain its collaboration with the College of Education and University IT to enhance the learning spaces in EC 24 (Hazel Miller Croy Reading Center) and LH 320. The Department Chair will advocate for the necessary updates to the instructor's station, hardware, monitors, docking stations, and wireless services.</p> <p>Furthermore, the Department Chair will continue to solicit input from program faculty to identify their needs for instructional materials and resources that enhance student learning and engagement.</p>
<p>7. Long-Term Plans Strengthen alumni and stakeholder engagement to support program sustainability</p>	<p>The program will prioritize strengthening alumni and stakeholder engagement. To achieve this, the program will partner with the Reading Educators Guild (REG), our alumni association. Additionally, social media platforms will be utilized to highlight program initiatives and share updates on department and alumni activities. Finally, the program will sponsor yearly literacy workshops and networking events, providing opportunities for alumni to reconnect, collaborate, and contribute to the program's ongoing development.</p>

