Department of Literacy and Reading Education

California State University Fullerton

Program Performance Review

2024-2025 Cycle

MS Program
Literacy and Reading

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I. Department/Program Mission, Goals, and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University's mission, goals, and strategies.

In 2024, CSUF presented the [CSUF 2024-2029 Strategic Plan,](#) Mission and Vision. In this plan, the mission is stated as:

"*Cal State University Fullerton transforms lives through innovative and quality education, research, and creative activities. We inspire all members of the Titan community to engage in their lifelong pursuit of critical inquiry and social justice; to become catalysts for equity and inclusivity; and to advance the intellectual, cultural, and economic growth of Orange County and beyond.*"

In line with this mission, the MS in Literacy and Reading Education is a 30-unit online graduate program designed to develop literacy leaders committed to fostering just, equitable, and inclusive educational spaces. The program invites candidates, both in-service K-12 classroom teachers and other educators, to embark on a transformative journey. Throughout the course of study, key concepts are introduced, reinforced, and mastered or extended at critical points, empowering them to "Become Titans" in the field of literacy education. Established as a concentration in 1999 and elevated to a MS degree in 2022, the program offers the first five courses (508, 514, 507, 536, 516; 15 units) to prepare candidates for the Reading and Literacy Added Authorization. An additional four courses (511, 560, 585, 581; 14 units) are taken to complete the Reading and Literacy Leadership Specialist Credential for a total of nine courses (29 units). If a candidate chooses to also complete the Master of Science in Education with a concentration in Literacy and Reading, an additional unit is required to complete the culminating option (READ 595, READ 597 or READ 598) which demonstrates mastery of program content. By completing 30 semester units, candidates earn their Added Authorization, Master's Degree, and Reading and Literacy Leadership Specialist Credential.

Mission of the LRE program
The Department of Literacy and Reading Education (LRE) faculty believe that reading is a developmental, social, and meaning-making process. Reading is embedded within the broader literacy constructs and it requires the ability to access, make meaning, create, compute and communicate using visual, audible, and digital materials across the disciplines and in any context. This includes affirming the multiple literacies that permeate candidates' homes, schools, and communities. Effective equity-minded specialized literacy professionals must have a thorough knowledge of the theoretical underpinnings and relevant pedagogies of literacy and learning. The Department faculty adopt an approach that meaningfully integrates anti-racist pedagogy and issues of social justice and inclusiveness as related to candidates' intersecting identities. Literacy instruction involves making informed choices about the many issues that impact curriculum and assessment and deep analysis and evaluation of candidates' strengths and needs. The Department of Literacy and Reading Education focuses on the need to think critically and creatively and consider possible alternatives so that candidates are prepared to become advocates for candidates, families, and their communities.

Goals of the LRE program

The LRE program is designed to develop educators who are committed to fostering equitable, inclusive, and socially just literacy instruction. Similar to the Strategic Plan, the MS Literacy and Reading program's goals are centered around preparing candidates to critically engage with theoretical and historical research, dismantling systems of oppression, and responding to the evolving needs of diverse learners. Although the program's vision, mission, and outcomes were developed prior to the 2024 strategic plan, they have a clear alignment with Goal #1, Objective 1.2 (equitable learning experiences).

Following are the candidate Learning Objectives (SLOs) which represent the core competencies that candidates are expected to develop throughout the program.

1. SLO 1: Candidates will explain, critique, and respond to theoretical and historical research and relevant pedagogies related to language and literacy teaching and learning, in an effort to dismantle systems of oppression. **(IMPACT, REACH)**

2. SLO 2: Candidates will investigate tenets of just, equitable, and inclusive education to interrogate their own implicit and explicit biases and privileges in an effort to serve as literacy leaders who advocate for candidates, families, and communities. **(REACH)**

3. SLO 3: Candidates will develop a literacy curriculum inclusive of candidates' intersecting social identities, and higher-order thinking utilizing antiracist pedagogies and educational technologies. **(REACH, TEACH)**

4. SLO 4: Candidates will utilize assessment data to create and teach culturally and linguistically sustaining literacy instruction that addresses candidates' strengths and needs in the context of fieldwork/clinical experiences. **(TEACH)**

Program Modifications in the Past Five years

Over the past five years, the LRE program has undergone significant modifications to enhance clinical practice, support systems, and alignment with broader educational goals. Faculty participated in several Professional Learning Communities (PLCs) that targeted Department-specific instructional goals, including: (1) Fostering graduate candidates' understanding of approaches they can take to dismantle systems of oppression as professionals in the field of literacy (fall 2022); (2) Using educational technologies for teaching and leading through an anti-racist lens (spring2023); and (3) Comprehensive understandings of dyslexia (spring2024). Informed by systematic data (e.g., exit surveys), faculty addressed these instructional goals by engaging in multiple learning modules and activities, participating in dialogue pertaining to vertical alignment, and producing revised elements of courses (e.g., updated slide decks, readings, assignments).

Course Content

2019 - READ 516 and 581 - Online synchronous supervised fieldwork opportunities were developed through partnerships with the Center for Healthy Neighborhoods and the Hazel Miller Croy Reading Center.

2019 - READ 511 - Revised the course to include differentiated methodologies (e.g., Testimonio) expanding the notion of research.

2019 - READ 560 - Changed the language from "English Language Learners" to "Emergent Bilingual and Multilingual Learners." Introduced assignments incorporating Garcia's (2016) translanguaging principles and practices.

2020 - READ 581 - Revised the practicum to include Temperley's (1997) Inquiry into Practice and Rodgers' (2006) Descriptive Feedback.

2020 - READ 581 - In response to the challenges of the COVID-19 pandemic, the Hazel Miller Croy Reading Center was adapted into a Virtual Reading Center. Candidates completed their final practicum by working with a case-study student in this online environment.

2020 - Vertical alignment of the progression of clinical practice in the program.

2021 - Integrate the use of technology across all program courses using a JEIE and culturally responsive lens.

2021 - READ 507- Revised the course to include Disciplinary Literacy Instruction in K-12.

2022 - Vertical alignment Bell's (2013) Four I's of Oppression, and Sealey-Ruiz's (2021) Racial Literacy

2023 - Vertical alignment of educational technologies and anti-racist pedagogy

2023 - Digital Notebooks for candidates to track their progress throughout the program

2023 - Introduced a Writing Module - a six-week course to onboard candidates to academic writing

2024 - Integration of dyslexia informed literacy instruction across all courses

2024 - READ 585 - Revised course to include literacy leadership practices

2024 - READ 501- Created a 1-unit course *Graduate Studies for Equity Minded Specialized Literacy Leaders* to onboard candidates to the program.

2024 - READ 599 - This program change will take effect in spring2027, we plan to use this existing 1-unit course to support graduate candidate research.

Additional Candidate Support

The Department introduced additional graduate candidate support checkpoints throughout the program, including a Midpoint Advising Session and an End-of-Program Advising Session with the Department Chair, Graduate Coordinator, and candidate Support Specialist. During these sessions, candidates receive guidance on upcoming requirements and learning experiences. The candidate Support Specialist also hosted monthly Q&A sessions for graduate candidates to ask questions or seek advisement. Additionally, the New candidate Orientation (NSO) was modified to onboard candidates to the program design and deliverables, emphasizing criticality, humanizing pedagogy, the Four I's of Oppression, and The Science of Teaching Reading (SoTR). The revision also included library instruction, a presentation from Grad Studies and COE candidate Success and Community Outreach Specialist. Finally, the program created a Canvas community page and strengthened its presence on social media to improve communication with candidates.

Program Goals and Assessment Plan

The program updated its candidate learning goals and assessment plans to align with broader changes at the College level. When the College of Education revised its Conceptual Framework

2019 the program revisited its Mission Statement, program learning goals, and candidate Learning Outcomes (SLOs) to align with the framework's language and themes: "Reach," "Teach," and "Impact" learning. The updated Mission Statement, Conceptual Framework, and SLOs are now listed on all course syllabi and aligned with course objectives.

The program also joined the College of Education in redeveloping its assessment system, incorporating additional course Signature Assignments into the collection of assessments used for program development. Furthermore, the department adopted the College's new requirement that incoming graduate candidates complete a summer online workshop focused on JEIE and Ethnic Studies content.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

In August 2022, the MS in Education with a Concentration in Reading and Literacy was elevated to the MS in Reading and Literacy in Education. The concentration had been offered in the Department of Reading and Literacy for 21 years. All courses in the Concentration were initially taught on campus. In 2005 three of the courses were offered online. By 2012, the greater campus community showed tremendous support for the program in their approval of the concentration to be a fully online degree. As a result of CSU Executive Order (EO) 1071, which states that more than 50% of the courses must be the same across all MS programs in Education, all concentrations in the College of Education were elevated to stand alone MS degrees.

Trends in the discipline, such as the Science of Reading (SoR) and the Science of Teaching Reading (SoTR) new state literacy initiatives such as the Literacy Standard 7 in pre-service programs, PreK-3 Literacy Credential, CA Dyslexia Guidelines, and CA Dyslexia Law focused on screening for vulnerabilities to dyslexia, led to the revision of a New candidate Orientation to include criticality, humanizing pedagogy and critical thinking. This update to the NSO welcomes candidates to the program with a clear understanding of its core values emphasizing JEIE and providing a reflective space and community from the outset. Course revisions also included the integration of dyslexia informed instruction, assessments and policy across the program using a humanizing perspective. These revisions are aligned with COE's Goal #1 - Obj. 1: "*Provide equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs.*"

Trends in Artificial Intelligence (AI) and its role in education prompted the formation of a PLC in Spring 2024, focusing on the undergraduate program. Four faculty members who teach across programs participated to collaborate on the development of a departmental AI policy. The next step is to collaborate with the College of Education to create an AI policy aligned with COE's Goal #2 - Obj. 3: "*Establish a college-wide AI policy and training plan that promotes equity, inclusion, and innovation, and provides guidelines on the responsible and ethical use of AI tools, social media, and other technologies for educational outcomes.*"

In response to the effects of COVID-19, we examined and revised the effective use of technology in literacy instruction across the program. Recognizing the heightened reliance on digital tools during the pandemic, we made a concerted effort to teach and model effective literacy instruction through technology tools. This included the establishment of the Virtual Reading Center, an online adaptation of the Hazel Miller Croy Reading Center, designed to support candidates as they completed their final

practicum by working with a case-study student, using digital platforms, such as ZOOM and tools (e.g., Google Slides, Padlet, Jamboard, Kahoot, WordWall, Flip) to deliver personalized literacy interventions.

Using Price-Dennis and Sealy-Ruiz's (2021) *Advancing Racial Literacy in Digital Spaces,* we also critically analyzed and integrated strategies that promote racial literacy and inclusivity in digital learning environments. This framework guided our efforts to ensure that technology use in literacy instruction not only supports academic achievement but also advances equity, inclusion, and culturally responsive teaching practices.

C. Identify the unit's priorities for the future.

One of the priorities for AY 2025-2026 is to complete and submit the PK-3 Early Childhood Teaching Credential program proposal to the California Commission on Teacher Credentialing (CTC). The credential promises to expand the teaching workforce and the new PK-3 credential holds many exciting possibilities for PK-3 classrooms, particularly for enhanced early literacy instruction.

This initiative is a collaborative effort between the Department of Child and Adolescent Studies, Department of Special Education, Department of Elementary and Bilingual Education, and LRE, which is co-leading the project. Offering the PK-3 Early strengthens our program offerings and establishes a comprehensive pipeline for preparing skilled educators who specialize in early childhood education.

The program's goals and coursework are being carefully designed to align with California's new PK-3 standards and the Teaching Performance Expectations (TPEs) for early childhood education. Coursework will emphasize child development, early childhood special education, mathematics and numeracy, culturally and linguistically responsive teaching, and evidence-based practices for early literacy and foundational learning. Clinical experiences will focus on high-quality early learning environments, ensuring candidates are well-prepared to meet the needs of diverse learners in PK-3 classrooms The Literacy and Reading Education department developed two new courses for this credential, READ 407 ("Culturally Sustaining Language and Literacy Learning in Early Childhood Classrooms") and READ 408 ("Foundations of Literacy: Teaching and Learning in the Early Childhood Classroom"), which specifically address TPE Standard 7.

This pathway not only supports the development of effective PK-3 teachers but also addresses the growing demand for qualified educators in early literacy and foundational learning. By building connections with community colleges and early childhood centers, we are enhancing access and opportunities for future educators, fostering a workforce equipped to meet the diverse needs of young learners. This priority is aligned with two COE Strategic Plan goals. Goal #1 - Obj. 1: *"Strengthen partnerships across campus, especially with those colleges/departments that house credential programs. Through collaboration and co-innovation, these partnerships will ensure credential programs remain at the forefront of educational trends, aligning with future workforce needs."* As well as Goal#1 - Obj. 1: *"Access: Expand flexible pathways to reach and attract diverse learners to access our academic offerings."*

To meet the University and College's 2024-2029 Strategic Plan to "enhance support for candidate access, learning, and academic success" two significant changes were proposed in fall 2023 and approved in Spring 2024. READ 501, *Graduate Studies for Equity Minded Specialized Literacy*

Leaders, was removed from the graduate program in 2012 and after much consideration, will be reintegrated into the MS Study Plan beginning with our fall 2025 cohorts. READ 501 will offer comprehensive graduate academic advising and an introduction to university resources, such as academic support services, libraries, research tools, and professional development opportunities, such as summer workshops offered every year free of cost.

The course will also provide an overview of the pedagogies and practices of equity-minded and anti-racist literacy leaders. Candidates will study literacy leadership practices that challenge systemic inequalities, promote diverse perspectives, and support the development of all students, particularly those from historically marginalized groups. The course will specifically integrate Gholdy Muhammad's Five Pursuits of identity development, skills development, intellectualism, criticality, and joy. This approach will onboard candidates to the critical literacy practices embedded in the program that encourage candidates to interrogate texts, power structures, and identities in their learning. To accommodate this added unit, the MS capstone course taken in the candidates' final semester, READ 581, *Strategic Intervention for Literacy Specialists: Practicum*, will be reduced from 5 units to 4 units. This unit change in their final semester provides an extra unit for candidates to enroll in READ 599, *Independent Study,* as an elective where they will have an opportunity to engage in graduate research with a Department faculty member. Department faculty believe engaging candidates in their research will help to further CSUF's Goal #1 - Obj. 1 *"Provide equitable, engaging, and innovative learning experiences"* and to deepen candidates' scholarly engagement and enhance their research skills.

A parallel priority for the LRE department is to engage in a self-review to assess current JEIE teaching practices, identify areas for growth, and ensure alignment with the department's goals. This process will involve gathering feedback from faculty, candidates, and stakeholders, analyzing our strengths, identifying areas of need, and creating an actionable plan for continuous improvement.

We are currently creating a community map to organize new state and national initiatives, policies, and resources that will serve as a lens for examining how recent political shifts, such as the outcomes from the 2024 political election, influence our approach to addressing issues of JEIE in literacy instruction. The community map will also consider local educational priorities, data on the diverse literacy needs of students, and the latest research on evidence-based practices. It will highlight technological advancements, community organizations, teacher professional development opportunities, and funding resources that support literacy initiatives. By integrating these elements, we will ensure that our pedagogies, course content, and instructional practices are responsive to the diverse needs of learners and reflect current trends in educational policy. The review will help us refine our strategies and ensure that we are fostering learning experiences that are inclusive, effective, and aligned with both state and national literacy goals. The self-review process will be conducted in Spring 2025.

By Spring 2025, LRE faculty will participate in a PLC to establish vertical alignment across courses in literacy leadership, aligned with JEIE principles, critical thinking, and equity-driven practices. A key component of this PLC is the creation of an alumni panel of literacy leaders, who will share insights, experiences, and best practices to further inform and strengthen both the preparation of candidates and the department's alignment efforts. This goal aligns with COE's Strategic Plan Goal #1 - Obj. 2: *"Each department and program will conduct a self-review of courses, processes, and procedures to identify and address gaps in the integration of JEIE principles. This includes, but is not limited to, considerations of race, ability, gender, language, sexual orientation, and family structure."*

As an on-going effort, the LRE department will continue to offer and expand professional development opportunities for faculty and staff focusing on equity-minded pedagogy and services. This priority aligns with COE's Strategic Plan Goal #1 - Obj. 2: *"Provide equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs."*

The LRE department will also create a newsletter for alumni engagement that highlights key initiatives, shares updates on department activities, and provides opportunities for alumni to reconnect, collaborate, and contribute to the ongoing development of the program. The newsletter will serve as a platform to showcase alumni achievements, gather feedback, and foster a sense of community among current candidates, faculty, and alumni. This priority aligns with Goal #4 - Obj. 2 "*Develop an opportunity for alumni to share/present examples of their JEIE and/or advocacy impact in their birth-22 settings.*"

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

This does not apply.

II.   Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

The 12-unit online Postsecondary Literacy and Learning Certificate (PLLC) prepared reading instructors to teach at the community college level. The passage of California's AB 705 *Seymour-Cambell candidate Success Ac*t in 2017 removed reading "remedial" courses within community colleges and the need for reading instructors declined. As a result, enrollment in the PLLC halted and this certificate program was discontinued in the 2020-2021 academic year.

As mentioned above, in 2022 the MS in Education with a Concentration in Reading and Literacy was elevated to the MS in Reading and Literacy in Education. No curricular changes were made to the MS degree at this time.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

The Graduate Literacy and Reading Education Program prepares literacy leaders to foster just, equitable, and inclusive educational spaces. The Program is designed so that key concepts are introduced, reinforced, and mastered/extended at critical points within their course of study. As described above, the MS degree in Literacy and Reading Education is a fully online program comprising 30 units. Below is the program's course sequence:

Table 1: Course Sequence

SEMESTER 1

Course	Units	Description from Catalog
READ 508: *Foundations of Literacy: Teaching and Learning*	3	Current trends in teaching elementary reading/language arts. Role of the teacher as a decision-maker in the elementary reading/language arts program.
READ 514: *Linguistics and Literacy Education*	3	Linguistics and its influence on reading materials and instruction. Trends in linguistics as they relate to teaching reading.

SEMESTER 2

Course	Units	Description from the Catalog
READ 507: *Literacy in the Academic Disciplines*	3	Teaching reading and thinking in the subject area disciplines, including instructional methodology, assessment, materials, and program design.
READ 536: *Literacy Curriculum: Design, Implementation and Evaluation*	3	Develop, organize, implement and evaluate appropriate reading/language arts curriculum using instructional goals for candidates in pre-K through post-secondary classrooms. Curriculum foundations, research, current issues, design and practice in the area of reading/language arts.

SEMESTER 3

Course	Units	Description from Catalog
READ 511: *Research in Reading and Literacy Education*	3	Introduction to historical and current trends in research in reading, including principles of educational research methods, in order to read and evaluate research in Reading Education, and to develop research questions, apply principles of data collection and write research reports.
READ 516: *Literacy Assessment and Analysis for Instruction*	3	Various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. Analyze a reader, with attention to influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read and reading to learn.

SEMESTER 4

Course	Units	Description from Catalog
READ 560: *The Sociocultural Context of Language and Literacy for*	3	Theory and research in teaching (bi)literacy to candidates with diverse cultural, racial, linguistic and socio-economic backgrounds. Methods and approaches for teaching literacy

| Course	Units	Description from Catalog
Emergent Bilingual Learners		skills. Emphasize emergent bilingual learners. Requires case study.
READ 585: *Roles of the Literacy Leader/Specialist*	3	Developing and evaluating reading/language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants and administrators. Writing for publication, grant proposals and other professional responsibilities.

SEMESTER 5

Course	Units	Description from Catalog
READ 581: *Strategic Intervention for Literacy Specialists: Practicum*	5	Analysis and diagnosis of reading/language arts difficulties. Techniques and methods of prevention and treatment. Individual remediation of candidates, primary through secondary.
Candidates choose to take: READ 595: *Comprehensive Exam* OR	1	Synthesize and evaluate knowledge in such areas as behavior, teaching strategies, educational technology, program development, communication theory and interpersonal relations related to reading and apply these understandings to authentic professional challenges.
READ 597: *Project*	1	Individual research on an empirical project, with conferences with the instructor, culminating in a project.

The course sequence can be accessed via the program's website.

Table 2 provides a visual representation of the coursework required for the Literacy and Reading MS degree, the Reading and Literacy Added Authorization, and the Literacy and Reading Leadership Specialist Credential and the progression of learning offered in the programs. The various pathways to literacy leadership roles within schools and districts supports the University's commitment to "ensure equitable, innovative, and comprehensive academic support to guide students throughout their academic and career pathways (Strategic Plan, Objective 1.3).

Table 2: Structure of Degree Program and Progression of Learning
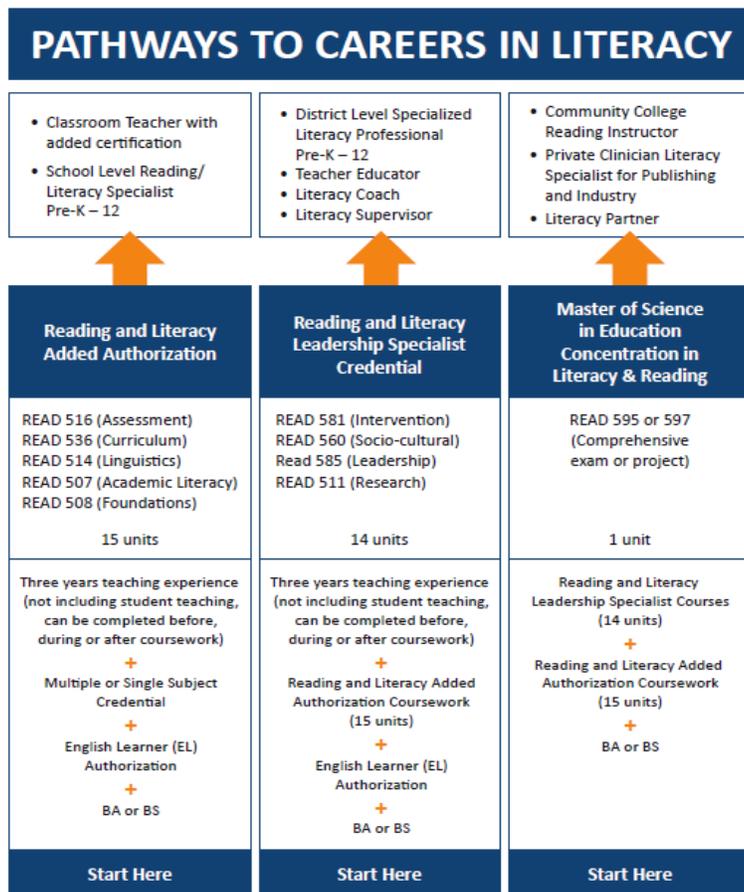
C. Using data provided by the Office of Assessment and Institutional Effectiveness and the College Data Analyst, discuss candidate demand for the unit's offerings; discuss topics such as over-enrollment, under-enrollment, (applications, admissions, and enrollments), retention, (native and transfer), graduation rates for majors, and time to degree. College-specific data include a) COE Strategic Goals, b) Recruitment Efforts and Outcomes for candidates, faculty, and staff, c) Equity Gaps (GPA and Completion Rates, and d) Survey Response Rates.

Table 3. Graduate Program Applications, Admissions, and Enrollments

fall	# Applied	# Admitted	# Enrolled
2017	40	32	27
2018	52	44	39
2019	45	42	35
2020	82	64	57
2021	53	51	38
2022	48	41	28
2023	75	68	54

Recruitment Efforts and Outcomes

As evident in the enrollment headcount, there was a sharp decrease in enrollment in 2021. We have attributed this decrease to Covid-19 and have made concerted efforts to actively recruit candidates with the following activities:

- Partner with districts and County Offices of Education across the state. We currently enroll teacher cohorts from Santa Maria Bonita USD, Ventura USD, and Pomona USD.
- Social Media weekly posts and presence on Facebook and Instagram
- Shared information at campus and local conferences including Education Week, Discover CSUF Day, and CSUF Grad Expo,
- Purchased conference program advertisements at local conferences, such as the California Association for Bilingual Education (CABE).
- Host online information sessions online to meet with interested applicants and answer questions each semester.
- Provide summer literacy workshops with targeted outreach to credential and in-service teachers.
- Partner with the Orange County Reading Association (OCRA) on recruitment efforts.

Enrollment

We saw an increased enrollment in 2023 and in fall 2024 we offered four cohorts, doubling our typical enrollment (n=78) and increasing our total program enrollment headcount (n=151). Additionally, we are expected to offer a cohort in spring 2025 (n=26)

Table 4. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2017-2018	259	128.42	0.50
2018-2019	229	114.08	.050
2019-2020	194	98.42	0.51
2020-2021	234	116.58	0.50
2021-2022	249	124.25	0.50
2022-2023	94	48.79	0.52
2023-2024	111	55.08	0.50

Graduation Rates and Degree Awards

Our MS degree takes 2.5 years to complete and our 3-year graduation rates have remained steady from 2017-2023.

Table 5. Graduation Rates for Master's Programs

All Master's Entered in fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2017	27	3.7	77.8	81.5
2018	39	7.7	89.7	92.3
2019	35	0	80.0	88.6
2020	57	1.8	70.2	75.4
2021	38	5.3	78.9	
2022	28	10.7		
2023	54			

Table 6. Graduate Degrees Awarded

College Year	Degrees Awarded
2017-2018	57
2018-2019	50
2019-2020	36
2020-2021	34
2021-2022	32
2022-2023	46
2023-2024	43

D.   Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and candidate-faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendix B).

As mentioned above, there has been a recent increase in enrollment as a result of our recruitment efforts. In fall 2024 our enrollment doubled as a result of CA Assembly Bill 130, *Reading Instruction and Intervention (RII) Grant Program*. This grant aims to "strengthen reading instruction for all pupils and in a manner that aligns with the Statewide System of Support and the California Comprehensive State Literacy Plan"[1] by providing funding for in-service teachers to complete MS degrees in literacy/reading. The MS in Literacy and Reading program submitted a proposal and became a recommended program provider in spring 2023. The establishment of the MS in Literacy and Reading program as a recommended provider provides sufficient enrollment to constitute a community of scholars.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C.

To meet the University and College's 2024-2029 Strategic Plan to "enhance support for candidate access, learning, and academic success" (see section I.C above), two significant changes to the 30-unit MS degree were proposed in fall 2023 and approved in spring 2024. READ 501, *Graduate Studies for Equity Minded Specialized Literacy Leaders*, was removed from the graduate program in

2012 and after much consideration, will be reintegrated to the MS Study Plan beginning with our fall 2025 cohorts. READ 501 will offer comprehensive graduate academic advising and an introduction to university resources, and provide an overview of the pedagogies and practices of equity-minded and anti-racist literacy leaders. To assess the impact of READ 501 on student learning outcomes, the Graduate Advisor and Department Chair will solicit regular feedback from faculty and candidates. This will help to ensure that the course effectively integrates academic advising, writing support, and introduces critical equity-based pedagogies for candidate success. To accommodate this added unit, the MS capstone course taken in candidates' final semester, READ 581, *Strategic Intervention for Literacy Specialists: Practicum*, will be reduced from 5 units to 4 units. This unit change in their final semester provides an extra unit for candidates to enroll into READ 599, *Independent Study* as an elective where they will have an opportunity to engage in graduate research with a Department faculty member. Department faculty believe engaging candidates in their research will help to further CSUF's objective to "provide equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge skills, and cultural awareness gained through their academic programs."

F. Include information on any Special Sessions self-support programs the department/program offers.
This does not apply.

III. Documentation of candidate Academic Achievement and Assessment of candidate Learning Outcomes

A. Describe the department/program assessment plan (e.g., general approach, time table, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

Assessment System Overview & Transition Points

The Literacy and Reading MS program learning outcomes (PLOs) are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data are collected and analyzed to determine if candidates have met the requirements necessary to matriculate through the program at four transition points (TP) as outlined in Table 7 below. The Department Chair, Graduate Advisor and a tenure track faculty member serve on the College of Education's Assessment Committee and take lead in the preliminary data analysis which is then shared each fall semester with department faculty.

Table 7: Transition Points, Key Assessments, and Requirements

ADMISSION TO PROGRAM	PROGRAM CONTINUATION	QUALIFYING FOR CULMINATING EXPERIENCE	EXIT FROM PROGRAM
Additional Requirements All Programs ● Baccalaureate from an accredited institution ● Cumulative GPA of 3.0 or GPA of 3.0 in last 60 units	Key Assessments Masters/Credential Passing score on Signature Assignments [Passing=3 or better; <3 = red flag letter on file] ● READ 508 ● READ 536 ● READ 516 ● READ 511 ● READ 560 ● READ 581 Added Authorization only ● READ 508 ● READ 536 ● READ 516 All Programs ● GPA 3.0 (<3.0 = academic probation) Additional Requirements ● Approved Study Plan (MS Only) ● Diversity Survey (All Programs)	Key Assessments Masters/Credential ● GPA 3.0 (<3.0 = academic probation) ● 6 Signature/ Key Assignments Added Authorization only ● GPA 3.0 (<3.0 = academic probation) ● 3 Signature Assignments .	Key Assessments Masters only ● Passing score on Comp exam (READ 595) [≥3 on program rubric] OR READ 597-Project OR READ 598-Thesis [Passing = ≥ 3 with no 0 or 1 ratings] ● Grade of C or better in all courses with 3.0 overall GPA Credential only ● Completion of 29 specified units with a minimum 3.0 GPA Added Authorization only ● Completion of 15 specified units with a minimum 3.0 GPA ● Grade of C or better in all courses with 3.0 overall GPA ● 3 Signature Assignments completed with a B or higher* Additional Requirements All Programs ● 4 Letters of Reference ● Exit Survey

The Program receives feedback from graduate candidates when they complete the Advanced Program Exit Survey toward the end of their final semester in the program (READ 581). Post-program assessments allow alumni an opportunity to provide feedback one year after graduation via the Advanced Program Year-Out Graduate Survey. Respondents must rate each question with a 90% or better "strongly agree" or "agree" for the Program to meet criteria. In addition, liaisons from the Hazel Miller Croy Reading Center attend Department meetings, allowing faculty members to learn the needs of its candidates and clinicians. In turn, two tenure-track faculty members serve on the HMC Reading Center Board. These collaborations create opportunities for fieldwork partnerships between participating graduate candidates in READ 581–the capstone course for the Credential–and K-12 learners served at the HMC Reading Center, as well as community engagement activities. Finally, the Department Chair serves on the College of Education Advisory Board, which engages in meetings with local superintendents, allowing them to gain insight to the needs of neighboring school communities.

B. For each degree program, provide the candidate learning outcomes (SLOs); describe the methods, direct or indirect, used to measure candidate learning; and summarize the assessment results of the SLOs.

The Program's Assessment system aligned the College of Education's Conceptual Framework's "Reach," "Teach," and "Impact" with program and candidate learning outcomes (SLOs). The Mission Statement, Conceptual Framework, and SLOs are listed on all course syllabi and are aligned with course objectives to inform Program development.

- Candidates will explain, critique, and respond to theoretical and historical research and relevant pedagogies related to language and literacy teaching and learning, in an effort to dismantle systems of oppression. (IMPACT, REACH)
- Candidates will investigate tenets of just, equitable, and inclusive education to interrogate their own implicit and explicit bias and privileges in an effort to serve as literacy leaders who advocate for candidates, families, and communities. (REACH)
- Candidates will develop a literacy curriculum inclusive of candidates' intersecting social identities, and higher-order thinking, utilizing antiracist pedagogies and educational technologies. (TEACH)
- Candidates will utilize assessment data to create and teach culturally and linguistically sustaining literacy instruction that address candidates' strengths and needs in the context of fieldwork/clinical experiences. (TEACH)

Signature Assignments

Several Signature Assignments have been designed to offer insight to graduate student learning outcomes. Four-point rubrics are used to analyze key assignments in READ 508 (Semester one), READ 536 Semester Two), READ 511 (Semester Three), READ 516 Semester Three), READ 560 (Semester Four) and READ 581 (Semester Five). Candidates must earn a minimum of a 3 on each area of the rubric to meet requirements. Each fall semester, graduate program faculty meet to analyze Signature Assignment results. This data is then used to inform continuous program improvement in targeted areas. Based on the results, the department develops its goals for the year, including topics for the spring Professional Learning Community (PLC). Although from 2017-2024 all candidates met program requirements on all Signature Assignments, program faculty delved deeper into the data to identify areas of needed growth.

READ 508 *Foundations of Literacy: Teaching and Learning Position Paper*
In this assignment, graduate candidates consider how the research, theories, and concepts from the course translate to teaching practices in the context of PK-12 school communities. Specifically, they address a series of prompts that ask them to describe how, as a literacy leader, they will effectively foster just, equitable, and inclusive spaces and educational experiences that impact candidates' academic development in literacy and reading at one school. This work includes reading contextual information about the school, and then addressing each of the prompts, making sure to consistently support their responses with relevant examples and research.

READ 536 *Literacy Curriculum: Design, Implementation and Evaluation*
The purpose of this assignment is to investigate current trends that affect school curriculum, probe into the origins of curriculum change and to explore forces/reasons behind the change while considering future possibilities for curriculum changes based on assessment and accountability with practical classroom and school-wide implications.

READ 511 *Literature Review*
The MS Program encourages candidates to embrace literacy research as a means to inform and improve literacy education theory and literacy leadership. We emphasize the professional conversation of literacy education research in the Program. Towards this end, candidates explore the process of critiquing and writing a literature review as components of the literacy research process, inquire into the theoretical frameworks and methodologies of literacy education, and examine processes by which such research may be enacted in the context of literacy leadership. The key assignment in READ 511 is a review of the literature around a problem of practice where candidates have an opportunity to experience research and writing as iterative and reflective, gaining practice in the kinds of knowledge pursuits that inform and enhance their future roles as equity-minded literacy leaders.

READ 516: *Literacy Assessment Summary and Recommendation Report*
A measure of Program effectiveness in this area is the Summary and Recommendation Report for READ 516. READ 516 includes a case-based study of various assessment devices and trial teaching practices essential for precise intervention in literacy. This course includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual, and educational factors on learning to read and reading to learn. The goal is to administer reading assessment and develop literacy curriculum inclusive of candidates' intersecting social identities, and higher-order thinking utilizing antiracist pedagogies. As part of the

key assignment for READ 516, candidates engage in authentic, supervised experiences in selecting, administering, and interpreting diagnostic tools and techniques for evaluating candidate progress in reading, and applying diagnostic-prescriptive principles to design the most developmentally appropriate learning experiences.

READ 560 *Emergent Bilingual Case Study Report*
The MS Program adopts an approach that meaningfully integrates issues of social justice, diversity, and inclusiveness and encourages candidates to take critical stances in their literacy instruction and leadership so that it is just, equitable and inclusive (JEIE) for all candidates. A measure of Program effectiveness in this area is the Emergent Bilingual Case Study Report. As part of this key assignment, candidates carry out a qualitative case study, which provides a critical link between theoretical/conceptual discussions of emergent bilingualism with practical classroom applications and implications for literacy leadership.

READ 581 *Final Progress Report of a Striving Reader*
A measure of Program effectiveness in this area is the Final Report for READ 581. READ 581 is the Program's capstone course and is designed as a clinical practicum to prepare candidates with the knowledge and dispositions to analyze reading and writing comprehensive data and equitably identify striving candidates' literacy needs. An Inquiry into Practice model is used to prepare literacy instruction using research-based strategies and methods to teach a striving reader how to become an independent and confident self-regulated learner. As part of this signature assignment, candidates utilize assessment data to create and teach culturally and linguistically sustaining literacy instruction that addresses candidates' strengths and needs to attain high-quality outcomes.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

Each year the Department faculty engage in an analysis of assessment data which ultimately guides program improvement and enhances our teaching and learning practices. These new learnings also are captured in the Closing the Loop Report program improvement plan and inform our yearly goals. The following are two examples of significant changes made to the curriculum - in the areas of JEIE/anti-racist pedagogies and literacy leadership - based on signature assignment and survey data.

JEIE and Anti-Racist Pedagogy

The Department of Literacy and Reading Education is committed to preparing candidates who view literacy through a just, equitable and inclusive (JEIE) lens. Exit Survey results in fall 2017 indicated that only 85% of our graduates reported that they felt the MS Program increased their ability to "promote equity and diversity." That year we did not meet the 90% benchmark and so to grow our capacity to promote tenets of JEIE, faculty in the program developed an improvement plan for the 2018-19 AY that included the following:

- Include JEIE-related topics in monthly faculty meetings
- Each course will incorporate one article related to biliteracy
- Faculty will attend one JEIE professional development workshop/training;
- The Program will partner with local schools and community-organizations, located in high-needs areas for candidates to support clinical practicum experiences

Analysis of the data from the *2018-2019* Exit Surveys revealed the following:

- 100% of graduates reported that the Program provides them with opportunities to examine their "role in schools through the lens of just, equitable, and inclusive education."
- 100% of graduates reported that the Program increases their ability to "design and implement instruction for diverse learners." This was an increase from 97% in the 2017-2018 AY.
- 100% of graduates reported that the Program increased their ability to "foster relationships among schools, families, and communities to enhance learning." This was an increase from 97% from the 2017-2018 academic year.

The following year, analysis of the data from the 2019-2020 Exit Surveys and Year-Out Surveys revealed 100% of respondents felt that the Program:

- provided them with opportunities to examine their "role in schools through the lens of just, equitable, and inclusive education"
- "increased their ability to "design and implement instruction for diverse learners"
- prepared them to "promote equity and diversity"
- prepared them to "advance just, equitable, and inclusive education"

Graduating candidates offered these insights:

- *The strongest aspects of this program include learning the theories and best practices for literacy instruction. This includes the ability to determine strengths and weaknesses of programs as well as creating an inclusive and differentiated learning environment for diverse learners* (*Exit Survey, spring 2020*).
- *I think the stronger aspects of the program had to do with providing a just, equitable, and inclusive education for all candidates* (*Exit Survey, spring 2020*)

Another measure of Program effectiveness in JEIE was the 2019-2020 Signature Assignment in READ 560. Working within a theoretical perspective that is sociocultural, historical and critical, candidates explore various issues, approaches, and strategies for teaching literacy skills to these diverse candidate populations that are both equitable and inclusive. As part of this assignment, candidates carry out a qualitative case study, which provides a critical link between theoretical/conceptual discussions of emergent bilingualism with practical classroom and school wide implications. Analysis of this data reveals that 100% of candidates performed "at expectation".

Program faculty feel it is imperative to continue to highlight the responsibility of literacy leaders to meet the needs, and recognize the strengths, of diverse candidate groups including those enrolled in our Program. Thus, candidate success is preeminent in our Program:

> *I LOVE THIS PROGRAM!! I am very, very grateful to every single professional that has educated me and helped me along this journey! I am so thankful that you all prepared me to help candidates succeed in literacy. This is a passion for me and I am so thankful that I am equipped to help others reach their highest potential in these areas. GREAT JOB with providing us knowledge along with just and equitable education and cultural and linguistic responsive education. I am a first-generation college graduate and come from a lower-SES background. This is an achievement I did not see possible 20 years ago, but thank you for*

helping me achieve more than I imagined before I was inspired by higher educational experiences and teaching (*Exit Survey, fall 2019*).

In the 2020-2021 academic year the Program continued to focus on JEIE with an added emphasis on anti-racist curriculum and historically marginalized ethnic communities. The Department, along with other graduate programs within the College of Education, implemented an Ethnic Studies seminar requirement for all MS Programs. One member from the Literacy and Reading Education Program served on this planning committee.

The fall 2021 *Unit Exit Survey* data revealed that candidates were learning how to investigate tenets of just, equitable, and inclusive education to interrogate their own implicit and explicit biases and privileges to serve as literacy leaders who advocate for candidates, families, and communities. For example, 100% of the candidates of survey completers reported that they are prepared to:

- *use culturally relevant and sustaining strategies for educating through an anti-racist lens*
- *use linguistically relevant teaching strategies for educating through an anti-racist lens.*

Literacy Leadership

The Program strives to develop equity-minded literacy professionals with the foundational knowledge, relevant pedagogies, theoretical and historical research, and understanding of effective anti-racist practice to make an impact as leaders in their field. From 2017-2024, the Department focused their attention on the Program's literacy leadership experiences in our attempts to assess its strengths and needs. Survey data in this area have been mixed. For example, the following two areas were not met in the spring 2017 Midpoint Survey: ability to "influence decision-making" (70%) and preparation to "accept leadership roles" (70%). To address this concern, Program faculty made the decision to include a leadership component in course modules as part of the improvement plan. Analysis of the Midpoint Survey from spring 2018 revealed significant improvement in those two areas: "influence decision-making" (92%) and "accept leadership roles" (85%). In fall 2018 only 85% of respondents from the Exit Survey reported that they were prepared to:

- engage in decision-making within my professional setting
- accept leadership roles
- understand how policy shapes practice

For the 2020-2021 academic year, Program faculty focused on leadership preparation in our signature assignments so our graduates develop the tools to lead, advocate and empower. Despite these efforts, Exit and Year-Out survey data remained at 85%.

Exiting candidates and year-out graduates from the 2023-2024 academic year indicated that whereas the Program's strengths were its focus on literacy based anti-racist and culturally sustaining instructional practice (100%), the Program could be enhanced with a renewed focus on candidates' roles as equity-minded specialized literacy professionals, including knowledge about professional, state, and/or institutional content standards (89%, fall 2022), collaborative endeavors (89%, fall 2023), and anti-racist and culturally sustaining practices through a leadership lens (79%, spring2024).

To assist the Program in meeting the 90% goal in our assessment data related to literacy leadership, a tenure line faculty was hired in fall 2023 with literacy leadership expertise. In the 2024-2025

academic year, this new faculty member will teach READ 585 *The Role of the Literacy Leader Specialist,* where key concepts and practices are reinforced and mastered. Additionally, in spring 2025 Program graduate-level faculty will participate in a professional learning community (PLC) focusing on the role of the literacy leader. Activities will include:

- Revisions to key assignments to include anti-racist literacy leadership
- Invitation to a guest speaker with expertise on equity-minded literacy leadership to lead a discussion on ways to more meaningfully incorporate leadership and collaboration into our coursework.

D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than candidate learning outcomes (e.g., graduation rate, number of candidates attending graduate or professional school, job placement rates, etc.).

Department faculty are conducting research that captures alumni experiences as equity-minded literacy leaders in the field. Please see V.B below.

E. Many departments/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is candidate learning assessed in these formats/modalities?

In the 2012-2013 the MS Program was offered fully online. Through the Advanced Exit and Year-Out Program survey data captures graduate candidates' learning and their overall satisfaction with this modality. Each year, the Department Chair reviews this data with faculty and changes are made, accordingly. For example, although 100% of candidates reported in the 2018-2019 *Exit Survey* that the Program provided "quality online instruction," only 74% would "recommend this program to a colleague."   Candidate comments from the Exit Survey addressed shed some light on their concerns with the online program. Recommendations include providing more timely and consistent feedback, the desire for more synchronous online meetings, and in-person (e.g., workshops) opportunities for authentic candidate-faculty interactions, and real-time academic advisement. Program Improvement Plan for the 2019-20 AY that included the following:

- The Department Chair included a standing "online instruction" agenda item to monthly faculty meetings.
- Each course will incorporate at least three online meetings/semester (e.g., Zoom meeting).
- Faculty will be encouraged to provide feedback and respond to candidate inquiries within 36 hours.
- The candidate Success Specialist offered monthly "Ask Patty" drop-in advising sessions.

Gains were made the following year: 92 % of respondents reported that they were likely to recommend the Program to their colleagues (2020-2021 *AY Exit Surveys*).

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERPs, resignations), and how these changes may have affected the

program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

Changes in the full-time faculty composition within the Department of Literacy and Education have included the resignation of one Associate Professor, the retirement of one Assistant Professor, and the hiring of five tenure-track Assistant Professor. To date, the full-time faculty consists of two Professors, one Associate Professor, and five Assistant Professors. The Department is currently conducting a search for one additional Assistant Professor. With calls specifying the areas of expertise faculty saw as additional strengths to the Department, these hires have allowed our team to expand the knowledge and skills sets available to students. For instance, areas of expertise, and related course overview, included the following:

- Joyce Gomez-Najarro, READ 516: Literacy Assessment and Analysis for Instruction
- Laura Keisler, READ 536: Literacy Curriculum: Design, Implementation, and Evaluation
- Madeleine Mejia, READ 581: Strategic Interventions for Literacy Specialists, Practicum
- Amanda Diaz, READ 511: Research in Reading and Literacy Education
- Soomin Chao, READ 585: Roles of the Literacy Leader/Specialist

With the larger number of full-time faculty available to serve as course custodians who oversee the ongoing development of specific courses in the program, the team is able to engage in increasingly focused conversations about ways to refine the relationships across each course in the broader curriculum. For instance, drawing from exit survey data, the faculty determined that graduate coursework called for more explicit discussions of how specific areas of literacy and reading education can serve to recognize, interrupt, and dismantle systems of oppression in schools. To address this need, they engaged in a semester-long professional learning community (PLC) sequence that included redeveloping specific areas of each course in order to address this theme across the program. Additional PLC topics, addressed in subsequent semesters, included utilizing technology to foster anti-racist pedagogy and social justice considerations in dyslexia informed instruction, screening, and policy analysis. Similarly, the Undergraduate Coordinator, an Associate Professor in the Department, facilitated a PLC with part-time faculty teaching undergraduate courses on the implications of artificial intelligence on course assignments in the higher education classroom.

The coordination of PLCs and course custodian roles allows full-time faculty to create clear alignment across the curriculum through ongoing dialogue as a Department, and to support part-time faculty in upholding program learning goals as they assume responsibility for specific sections of graduate and/or undergraduate-level courses. In this way, a robust full-time team is better positioned to effectively engage in deep, consistent, data-driven curricular development–and redevelopment–in order to effectively serve the learning needs of undergraduate and graduate-level candidates.
B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of candidates, the planning of the university, and regional, national, or global developments.

Six searches for tenure-track Assistant Professor positions were held between 2018 and 2024, resulting in five hires during this time. Priorities for these positions, as reflected in common qualifications listed in the position announcements, have included the following:

- A doctorate in education with a concentration in reading and literacy, or a related field from an accredited university
- A minimum of 21 units of graduate coursework in literacy, including but not limited to foundational knowledge, assessment, intervention, curriculum and instruction, diversity, professional learning, and leadership, as these relate to PK-adult literacy
- A record of demonstrated excellence in literacy instruction, with a minimum of 3 years successful full-time PK-12 teaching experience
- Demonstrated ability to effectively work with candidates from intersecting historically marginalized social groups using innovative instructional approaches and methods
- Demonstrated experience in the preparation of professionals who model and advocate for just, equitable, and inclusive education
- Evidence of or demonstrated strong potential for scholarly and creative activity, a focused research agenda for advancing knowledge in the field of reading/literacy (PK-adult)
- A record of engagement in professional service and community engagement activities that align with the advancement of the field of reading/literacy

These qualifications reflect a commitment to selecting candidates who are experts in the field of literacy and reading, particularly as this knowledge relates to upholding work in fostering just, equitable, and inclusive educational practices. Additionally, position announcements include language that communicates a desire for candidates who exhibit a readiness to:

- Effectively implement face-to-face/hybrid and online instruction
- Teach undergraduate and graduate courses
- Develop a curriculum that prepares graduate candidates to serve as literacy leaders and advocates in educational settings serving candidates from diverse intersecting social identities
- Engage in community-based activities and projects
- Produce scholarly research and publications
- Participate in multiple levels of service
- Meet the criteria for retention, tenure, and promotion

In addition to highlighting the qualifications that position the candidates to successfully meet goals that pertain to retention and tenure, the position announcements serve to illustrate some of the qualities and commitments that are essential to cultivating goals within the Department, College, and University, most notably those that pertain to fostering just, equitable, and inclusive education. The Department of Literacy and Reading aims to empower, and prepare, its candidates to develop a deep understanding of the critical role that literacy learning plays in upholding social justice. As such, faculty hires must demonstrate palpable preparedness to join CSUF faculty and staff in furthering scholarship, teaching, and service efforts through collaborative and collegial efforts. LRE hires, to date, have reflected alignment with our priorities, in part, through the implementation of PLCs that center around JEIE and the curricular changes that stem from these spaces. For example, during a PLC targeting ways to unpack how systems of oppression impact the work of literacy education, faculty members–including new hires–made relevant changes to course modules, readings, etc. in order to intentionally scaffold ideas across the program.

As noted in the previous section, individual positions also reflected specific areas of expertise the team determined were necessary to further develop its capacity to address topics and content areas related to the field, including reading assessment and data-driven instruction, research methods, and literacy leadership. In this way, undergraduate and graduate candidates had access to instructors with

up-to-date research and professional experiences that could support their own development in school communities. As a holistic unit, the faculty also aimed to model the practices and commitments espoused in programs learning goals and objectives, most notably those related to just, equity, and inclusive education. To this end, hiring goals and procedures also included efforts to recruit faculty members who reflected the intersecting historically marginalized social groups prevalent in the CSUF candidate body. For example, several search cycles included explicit efforts to reach Black literacy scholars, including sharing the job announcements with program coordinators from Historically Black Colleges and Universities and listing, as a position requirement, evidence of scholarship that explored the narratives and experiences of Black candidate populations. In addition, several position announcements called for candidates with experience teaching in languages other than English, in an effort to represent and support the linguistic diversity reflected in the CSUF candidate body, and across neighboring school communities. In this way, recruitment efforts were aligned with the CSUF 2018-2023 Strategic Plan–specifically, Goal 3: A Commitment to Faculty and Staff Diversity and Success.

C. Describe the role of full-time or part-time faculty and candidate assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and candidate teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Tenure-track positions are held by full-time faculty members who teach four courses per semester and engage in research and service activities as part of their responsibilities. Faculty in these positions assume leadership roles in various capacities and partake in the ongoing development and implementation of Department, College, and University-wide responsibilities, overseeing specific courses as course custodians at the Department level or serving as a liaison on Universities committees.

Part-time faculty teach course sections in both in-person and online formats, both at the undergraduate and graduate levels. At times, they can teach approximately one-third of the graduate level courses (please see Appendix D for more detail). They are invited, though not required, to attend Department kick-off meetings, New candidate Orientation sessions, and monthly Department meetings. Oftentimes, part-time faculty also participate in PLCs and participate in curriculum development. In addition, several of our part-time faculty assume leadership roles in work connected to the Department, including directing the Hazel Miller Croy Reading Center or serving as liaisons to the Center for Healthy Neighborhoods.

Table 8: Part-time Faculty

Course	Number of Sections	Graduate/Undergraduate	Course Instructors
514	1	Graduate	Georgiana Ravenna
560	1-2	Graduate	George Herrera
595	1	Graduate	Joanne Chapman
597	1	Graduate	Joanne Chapman

507	1-2	Graduate	Jacquelyn Cristy
514	1-2	Graduate	Angela Palmieri
536	1-2	Graduate	Angela Palmieri

Table *9. Faculty Composition[1]*

fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	2	2	0.0	0.0	2	6.0
2018	2	3	0.0	0.0	1	6.0
2019	2	2	0.0	0.0	1	5.0
2020	2	3	0.0	0.0	1	6.1
2021	2	3	0.0	0.0	1	6.0
2022	2	2	0.0	0.0	1	5.3
2023	2	3	0.0	0.0	2	7.3

[1] Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

D.   Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

This section does not apply to the LRE program.

V.   Candidate Support and Advising

A.   Briefly describe how the department advises its majors, minors, and graduate candidates.

Advisement is intentionally embedded in multiple points of the program.

Admission Stage

Pre-admission advising includes Prospective Student Orientations.

Following admissions, all graduate candidates are required to attend an in-person New Student Orientation (NSO) full-day meeting, which includes an overview of university, college and department services provided to CSUF candidates (e.g., writing support, financial aid grants) designed to foster learning. Candidates are introduced to a Canvas Community site, which houses all advisement resources, including the Graduate candidate Handbook, as well as social media contact information for the Department.

Upon entering the program, candidates complete the RLLSC and/or RLAA Planner (formerly referred to as the "Study Plan"). The Planner outlines the sequence of coursework and required units.

Candidates entering the program with a G.P.A. below the 3.0 requirement are "conditionally admitted" and must complete the following during their first semester: (1) participate in multiple 1:1 advisement sessions with the Graduate Advisor; and (2) earn a minimum G.P.A. of 3.0 in all coursework. Advisement sessions will include discussions surrounding possible academic plans for success, including exploring strategies and resources (e.g., writing or tech support, scholarship opportunities) that may support the graduate candidate's learning needs.

Enrollment Stage

Following New candidate Orientation, graduate candidates engage in multiple advisement checkpoints throughout the program. For instance, graduate candidates attend a Midpoint Advising Session with The Department Chair, Graduate Coordinator, and candidate Support Specialist to learn more about upcoming requirements and learning experiences. Additionally, the candidate Support Specialist hosts monthly "Ask Patty" Q&A sessions, where graduate candidates may pose questions or seek advisement. Candidates may also be connected to the Graduate Advisor by course instructors at any stage of the program—these actions are designed to ensure candidates have access to ongoing support. The Department of Literacy and Reading Education works collaboratively with the Office of Graduate Studies to identify candidates who are not meeting program competencies (e.g., minimum GPA requirements) and in need of additional advising/support (e.g., writing support, course planning). Finally, the Department Chair serves as a liaison between the department and candidate Academic Affairs and provides additional support to candidates.

Exit Stage

In preparation for their final semester of the program, candidates attend a mandatory End-of-Program session, where final learning experiences and requirements for graduation (e.g., Culminating Experience options and guidelines) are reviewed. The candidate Support Specialist works with CSUF's Credential Preparation Center to ensure completion of all requirements for the RLLSC and RLAA recommendation.

B. Describe opportunities for candidates to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and candidates participating in each type of activity and indicate plans for the future.

Several faculty members are engaging in ongoing research related to the work of graduate program alumni, particularly as it relates to literacy leadership and advocacy in surrounding school communities. Their research has led to multiple conference presentations and research publications. See below:

Keisler, L., Ordonez-Jasis, R., & Mejia, M. (2024). Subversive Thinking Toward Liberatory Literacy Leadership: Centering the Voices of Critical Educators of Color. International

Journal of Leadership in Education. DOI [10.1080/13603124.2023.2298208](10.1080/13603124.2023.2298208)

Keisler, L. Ordonez-Jasis, R., & Mejia, M. (2024). "Whose I am, is who I am": Identity, Subversive Thinking, and Literacy Leadership. AERA. Philadelphia, PA. April 11-14, 2024.

Mejia, M., Keisler, L. & Ordonez-Jasis, R. (2024) "Subversive Acts: Insights from Equity-Minded Literacy Leaders of Color." LRA. Atlanta, GA. December 4-7, 2024.

This research not only highlights the achievements of alumni but also informs the continued development of the program, ensuring it remains responsive to the evolving needs of the field and the communities it serves. This is a continuing study that also aligns with the COE Strategic Plan Goal #1 - Obj. 2: "*Each department and program will conduct a self-review of courses, processes, and procedures to identify and address gaps in the integration of JEIE principles. This includes, but it is not limited to the consideration of race, ability, gender, language, sexual orientation, and family structure.*"

In addition, faculty have collaborated with research assistants, who participate in the process of data collection and analysis in grant-funded projects. Efforts to create more systematic approaches to ongoing research collaborations between candidates and faculty are in early stages and will include exploring avenues for course credit.

Lastly, several program alumni have served as presenters at the annual Orange County Reading Association Fall Conference (approximately one presenter per year between 2021 and 2024).

Structure of Coursework and Field Experiences in the Credential Program

Fieldwork and practicum experiences are woven into each semester of the program at both the Added Authorization and Credential level, moving from five hours of fieldwork in their first semester with a candidate (grade PK-3) in READ 508, to more in-depth, supervised fieldwork experiences in READ 516 (grade 4-12) and READ 581, along with case studies and one-on-one intervention case reports in subsequent courses. Candidates create assessment plans to then develop data-driven, culturally responsive and sustaining instructional plans for candidates with diverse, intersecting social identities with unique academic needs. In this way, candidates have an opportunity to develop their knowledge of JEIE in the context of literacy and reading development while also supporting the needs of K-12 learners in their communities.

Table 10: Fieldwork Sequence

Course	Fieldwork Experience
Semester 1 READ 508: Foundations of Literacy: Teaching and Learning	Administer assessment and implement instructional plans for one learner (grades PK-3). Hours: 5

Semester 2 READ 507: Literacy in Academic Disciplines	Create and teach disciplinary literacy lessons in a selected content area. Hours: 13
Semester 3 READ 516: Literacy Assessment and Analysis for Instruction	Use multiple measures to develop data-driven academic plans for candidates; engage in collaborative data analysis (grades 4-12); Hours: 8. *Supervised.*
Semester 4 READ 560: The Sociocultural Context of Literacy and Learning	Engage in a qualitative case study of an emergent bilingual learner to pursue an issue in culturally and linguistically sustaining literacy instruction. Hours: 9
Semester 5 READ 581: Strategic Interventions for Literacy Specialists	Administer and analyze data from diagnostic literacy assessments to create weekly targeted lessons. Hours: 16. *Supervised.*

Practicum Placements

Candidates have the option to complete their practicum for courses READ 508, 516, and 581 in their classroom or in two different centers housed on the university campus. For READ 507 and 560, candidates can complete their practicum in their classroom or an educational setting.

The Center for Healthy Neighborhoods
Candidates complete their practicum in their classrooms/educational settings. They may also have the option to complete their practicum with the Center for Healthy Neighborhoods (CHN), a family resource center that offers, among multiple supports, tutoring services in person and online (pending availability). Candidates are paired with a candidate from the CHN and work with them in breakout rooms in Zoom or face-to-face (pending CHN guidelines, which may vary each semester) for each one-hour session.

The Hazel Miller Croy Reading Center
Candidates have the option to complete their practicum for READ 581 in the Hazel Miller Croy (HMC) Reading Center. The HMC Reading Center provides services and events to candidates of all ages, especially high needs candidates and struggling readers and offers year-round outreach programs and services, both on campus and off campus, through a variety of partnerships with the community. Since fall 2020, the HMC Reading Center has offered virtual services to extend its services to candidates and families who do not live nearby campus. Families who are interested in participating complete an application and are pre-screened by the center Director to determine the candidate's reading needs and current reading level. Candidates who choose to complete their practicum at the HMC Reading Center complete an interest form before the start of the semester and indicate whether they would like to complete their practicum in-person or virtually and are matched with a candidate. Candidates participate in an orientation conducted by the center Director to learn about the center and the rich resources it provides library multicultural books and leveled readers; literacy word games; and access to digitized texts.

Candidates meet with their assigned case study once a week, either in person or virtually, for a period of 90 minutes. The Director manages the in-person check-in of candidates upon arrival. Each candidate and case study candidate are assigned to a carol that serves as the candidate's private classroom and where instruction takes place. The Associate Director manages the online check-in and assignment to individual break-out rooms for candidates and their assigned case study candidate. Similar to the candidates who complete their practicum with a candidate from their classroom, candidates video record all their assessment and instruction with their case study candidate. These video recordings are used to conduct a self-assessment of their inquiry into their teaching practice. As well, the video recordings are used by the professor and the literacy expert/teaching assistant to review and provide coaching and feedback.

Coaching, Mentoring and Feedback

Throughout the fieldwork experiences, candidates receive coaching and feedback from faculty and literacy experts to guide their completion of key assignments such as using diagnostic assessments and analyzing formal and informal data to determine candidates' reading strengths and needs. Candidates also receive support to plan and teach targeted literacy lessons. Coaching, mentoring and feedback is provided via synchronous coaching meetings either one-on-one or in small groups, and via written feedback.

Synchronous meetings with their fieldwork faculty provide candidates with the opportunity to ask questions, seek clarification to any concepts, and to receive coaching and support.

VI. Resources and Facilities

A.   Itemize the state support and non-state resources received by the program/department during the last five years (see Appendix E)

Operating Expenses

The budget for operating expenses is allocated to the Department of Literacy and Reading Education. A portion of our budget is used to support the MS degree.

Consolidated Course Fees

The budget for operating expenses is allocated to the Department of Literacy and Reading Education. This budget is used to support the MS degree, Minor in Literacy for Social Change, Reading and Literacy Added Authorization, and Reading and Literacy Leadership Specialist Credential programs.

Online Course Fees

Online course fees are utilized to support the Literacy and Reading MS 100% online program only. These fees are used to support the following: graduate course development, professional development for faculty, new student orientations, resources for classes, webinars, guest speakers, recruitment, graduation celebration for candidates, student assistants, graduate writing tutors, and any other expenses that are needed to support online instruction.

Table 11. Literacy and Reading Budget and Expenses

Year(s)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Operating Expenses	$2800	$6,500	$6,500	$5,500	$5,500	$5,500	$5,500
Consolidated Course Fees	$8,500.	$6,500.	$6,187.	$3,867.	$3,888.	$7,839.	$7,625.
Online Course Fees	$35,810.	$50,397.	$31,355	$40, 425.	$52,008	$53,865.	$44,847.

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last five years and prioritize needs for the future.

The entire MS program is online. However, faculty use a variety of online resources and support services to enhance teaching and learning. These resources include:
- Books for candidates
- Hardware
- Ergonomic keyboards/mic
- Docking stations
- Computer monitors
- Wireless services

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

There is a specific education specialist librarian who supports our MS program and provides online tutorials as well as availability for individual (virtual) meetings to help candidates conduct research. There are dedicated databases for Education within the library, which is also accessible online. The librarian also helps acquire quality resources for both candidates and faculty to ensure access to resources that may not be available at our library. Additionally, through the years, faculty have provided online articles and resources used for courses rather than textbook purchases. Through collaboration with the library staff and abiding by copyright, book chapters have been scanned and uploaded to course Canvas sites through ExLibris Leganto, which in turn, has been helpful for candidates to access course materials and readings at no cost.

VII. Long-term Plans

A.   Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see Appendix F).

Remaining at the Forefront of Literacy Education and Preparation
The long-term plan for the Literacy and Reading Education MS degree program (see Appendix F), is rooted in a commitment to humanizing (del Carmen, 2013) and critical pedagogies (Diaz et al., 2022;

Freire, 1970), emphasizing criticality (Muhammad, 2021; Keisler et al., 2023; Mejia & Jefferies, 2023), equity, and culturally sustaining practices (Ladson-Billings, 2014). These pedagogies are not new; they are already a central part of our practice. We have developed a curriculum where students consistently engage with frameworks that challenge traditional power structures, interrogate systems of inequity, and critically reflect on their own positionalities. Coursework incorporates critical literacy approaches, where candidates examine and critique texts and instructional practices that foreground race, identity, and power. Furthermore, the program emphasizes applying these pedagogies in diverse classroom settings, addressing the specific needs of students from historically marginalized communities. This framework will continue to guide the program's mission and vision creating equity literacy leaders who foster educational environments that are equitable, respectful, and inclusive, ensuring that diversity is celebrated, voices are valued and all students, families and communities receive the support they need to thrive in today's educational landscape.

As the field of literacy education continues to evolve, our program will continue to remain responsive to emerging research, evolving literacy standards, and legislative changes, ensuring that we meet the dynamic needs of our communities. In particular, we will focus on integrating rapid advances in technology and artificial intelligence (Ding et al., 2024) into our curriculum. This integration will equip candidates with the skills necessary to leverage these tools effectively while maintaining a focus on anti-racist teaching and inclusive learning environments (Ohito & LaGarry, 2023; Pugach & Gomez-Najarro, 2019; Ordonez-Jasis, 2012).

A key component of this long-term plan and priorities for AY 2025-2026 is to complete and submit the PK-3 Early Childhood Teaching Credential program proposal to the California Commission on Teacher Credentialing (CTC). The credential promises to expand the teaching workforce and the new PK-3 credential holds many exciting possibilities for PK-3 classrooms, particularly for enhanced early literacy instruction. This initiative is a collaborative effort between the Department of Child and Adolescent Studies and LRE, which is co-leading the project. Offering the PK-3 Early strengthens our program offerings and establishes a comprehensive pipeline for preparing skilled educators who specialize in early childhood education. This pathway not only supports the development of effective PK-3 teachers but also addresses the growing demand for qualified educators in early literacy and foundational learning. By building connections with community colleges and early childhood centers, we are enhancing access and opportunities for future educators, fostering a workforce equipped to meet the diverse needs of young learners. This priority is aligned with two COE Strategic Plan goals. Goal #1 - Obj. 1: *"Strengthen partnerships across campus, especially with those colleges/departments that house credential programs. Through collaboration and co-innovation, these partnerships will ensure credential programs remain at the forefront of educational trends, aligning with future workforce needs."* As well as Goal#1 - Obj. 1: *"Access: Expand flexible pathways to reach and attract diverse learners to access our academic offerings."*

A second component of this long-term plan is the exploration of a Critical *Literacy Research Apprenticeship* program within the LRE program. This initiative would pair candidates with experienced faculty mentors, early in the program, creating an environment where emerging educators can engage in meaningful research on equity and social justice issues in literacy education. Through this model, candidates will gain invaluable research experience and develop their advocacy skills, empowering them to become active participants in their communities. Ultimately, this apprenticeship model will cultivate a new generation of literacy educators committed to advancing social justice and equity in education. READ 599, a one-unit course taken in the final semester, can provide candidates with an opportunity to culminate their project in a real-world context. To accommodate this extra unit,

the capstone course, READ 581: Strategic Intervention for Literacy Specialists: Practicum, will be reduced from 5 units to 4 units in the final semester. This change allows candidates to take READ 599, an Independent Study course, as an elective, enabling them to collaborate on graduate-level research with a Department faculty member. Department faculty believe engaging candidates in their research will help to further CSUF's Goal #1 - Obj. 1 *"Provide equitable, engaging, and innovative learning experiences"* and to deepen candidates' scholarly engagement and enhance their research skills.

These new long-term goals will position the LRE program as a leader in literacy preparation, fostering a vibrant community of scholars who actively contribute to the ongoing dialogue in literacy education. This collaborative approach not only enhances the learning experiences of candidates but also elevates the program's impact in the field.

Professional Development for Program Faculty
The long-term plan also emphasizes continuous professional development in:
- **Theory to Practice -** using a critical lens to examine how literacy leadership is implemented in K-12 spaces, focusing on knowledge and skills to disrupt oppressive practices. A central question for this PD will be: How do we prepare candidates to work within the structures and confines of district initiatives that do not align with the practices and ideologies developed in the program.
- **Critical Thinking and Technology Use** - developing strategies for integrating technology in ways that enhance critical thinking and problem-solving skills, while also addressing digital equity and the ethical use of AI, data privacy, and other emerging technologies in the classroom.
- **Innovative Curriculum Design in Online Programs**: - learn about workshops focused on designing cutting-edge online curricula that engage diverse learners and adapt to evolving educational trends. Including how to incorporate multimedia resources, gamification, the latest technology tools like virtual reality (VR), augmented reality (AR), and AI to create immersive learning environments.
- **Grant Writing Workshops**: Workshops on effective grant proposal writing to secure funding for research projects, including identifying funding sources and crafting compelling narratives.

This PD plan is aligned with the COE Strategic Plan Goal #1 - Obj. 2: "Provide *equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs."* and Obj. 3: *"Ensure equitable, innovative, and comprehensive academic support and policies to guide candidates, faculty, and staff."*

Table 12. Long-Term Plan Timeline, Quality Indicators, and Impact Metrics

Goal	Timeline	Quality Indicator	Data Sources
Humanizing and Critical Pedagogies Integration	AY 2025-2026: Continue integration AY 2026-2027: Review and refine curriculum based on self-study findings and PD received.	Percentage of coursework and assignments incorporating critical literacy frameworks Candidate ability to analyze instruction for issues of race, identity, and power (assessed in key assignments)	Self-study design and outcomes from the study Grades on signature assignments. Course completion rates Final project/comprehensive exam evaluations to assess mastery of key literacy leadership concepts.
PK-3 Early Childhood Teaching Credential Program	AY 2024-2025: Finalize proposal AY 2025-2026: Submit program proposal to CTC	Develop partnerships with community colleges, districts and Early Childhood Centers	Partnership MOUs and agreements with partner organizations
Critical Literacy Research Apprenticeship Program	AY 2026-2027: Develop structure for the program and recruit faculty AY 2027-2028: Explore pathways for students to participate in research activities AY 2027 Pilot program	Candidate participation in research activities (tracked by enrollment in READ 599) Peer-reviewed publications or conference presentations by candidates	Mentorship success tracked through student surveys Alumni contributions to literacy education research and advocacy
Integration of Technology and AI in Literacy Education	AY 2025-2026: Refine AI-focused curriculum	Use of new technologies and support for new ways to teach online (e.g., AI) Technology-related	Number of courses using digital literacy tools in assignments and class interactions Student engagement with tech-enhanced

		pedagogy workshops for faculty	learning and use in their own classrooms
Professional Development for Program Faculty	AY 2024-2025: Workshops on leadership and new state policies and initiatives in literacy AY 2025-2026: Workshops on critical literacy and technology integration	Faculty completion of professional development courses Application of learning in course redesign Faculty-led research on critical literacy and technology	Faculty feedback of candidate performance, as well as input from employers, will provide feedback on the relevance and application of the program in real-world contexts.
Ongoing Program Evaluation	Ongoing self- review and assessments	Annual program evaluation reports Adjustments to curriculum based on evaluations	Annual Program Reviews and Reports: The annual Closing the Loop Report will help track long-term success in meeting the program's goals, including feedback from the external review process.

B. Explain how the long-term plan implements the University's mission, goals and strategies and the unit's goals.

The long-term plan for the LRE program aligns closely with the university's mission, goals, and strategies, as well as the strategic plan and goals of the College of Education (COE). This plan aligns with the following goals and objectives:

The long-term plan for the LRE program aligns closely with CSUF's Strategic Plan objectives, particularly Goal #1 - Obj. 2: "Provide *equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs." and Obj. 3: "Ensure equitable, innovative, and comprehensive academic support and policies to guide candidates, faculty, and staff."* The LRE program focuses on humanizing and culturally sustaining pedagogies that develops equity literacy leaders. This commitment ensures that the educational needs of California's increasingly diverse population are met.

The LRE program's focus on empowering educators to become advocates for social justice directly supports COE's commitment to candidate success and engagement with global and local challenges.
- *Obj. 2. Provide equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs* - The LRE program develops educators who are committed to dismantling systems

of oppression and who possess the criticality and cultural competence necessary to create transformative educational experiences for all candidates.

- *Obj. 2. Provide equitable, engaging, and innovative learning experiences to foster candidates' ability to apply the knowledge, skills, and cultural awareness gained through their academic programs* - The LRE program's *Critical Literacy Research Apprenticeship* is designed to foster future leaders who advocate for these values through scholarship and action.

This integration ensures that the LRE program not only advances literacy education but also embodies the values of the institution as a whole.

Alignment with the College of Education's mission, goals, and strategies

REACH

Commitment: The LRE program is committed to engaging candidates at every stage of their development, preparing them to honor, understand, and leverage the intersecting social identities of all learners in their literacy development.

Framework: We emphasize the Four I's of Oppression (Bell, 2013) as a guiding framework to prepare candidates to critically examine their implicit and explicit biases and privileges. We use criticality (Muhammad, 2021) and humanizing pedagogy (Freire, 1970), to equip candidates with the knowledge, competencies, and skill set to be effective, equitable, and inclusive educators who can lead in diverse learning environments.

Outcomes: These competencies serve as benchmarks ensuring that candidates exit the program as JEIE leaders, possessing the knowledge, skills, and dispositions to foster inclusive and humanizing learning environments for every candidate.

TEACH

Commitment: The LRE program is committed to JEIE principles, preparing candidates to understand and effectively implement these concepts in their classrooms.

Framework: We use Racial Literacy (Sealy-Ruiz, 2021) as a guiding framework to enhance candidates' understanding of race and racism and prepare them to effectively implement culturally relevant and sustaining pedagogy (Ladson-Billings, 2014) in their teaching practices. We also use critical reflective practices (Sealy-Ruiz, 2021) to prepare candidates to assess the integration of educational technologies that promote equitable learning experiences. Additionally, the use of community mapping (Ordonez-Jasis, 2012) allows candidates to engage with and understand the communities they serve, fostering connections between their teaching practices and the diverse cultural contexts of their candidates.

Outcomes: This preparation helps candidates recognize the historical context of racism, enabling them to understand how systemic racism has shaped literacy education and its impact on candidates. Leveraging this knowledge, candidates disrupt the status quo and actively work toward advocating for policies and practices that contribute to a more equitable educational landscape.

IMPACT

Commitment: The LRE program is dedicated to empowering educators to collectively become transformative literacy leaders who create a critical and humanizing impact on schools and communities.

Framework: We use the frameworks of humanizing pedagogy (del Carmen, 2013) and critical pedagogies (Freire, 1970) to meet the emerging literacy needs of diverse multilingual learners, their families and communities. As a faculty cadre, our scholarship contributes to the literature on effective literacy instruction. We actively collaborate with community members, stakeholders, and leaders at local, state, national, and international levels to remain informed about the latest policies, evolving literacy standards, and legislative changes to ensure our program is responsive and relevant to the dynamic landscape of literacy education

Outcomes: Our program develops educators with a strong commitment to transforming schools and communities by challenging systems of oppression and envisioning equitable futures. Candidates "Become Titans" educators who advocate for equity and social justice, create transformative pedagogies that honor diverse perspectives, and empower their candidates to become critical consumers of information and active participants in their communities. They engage in lifelong learning through continuous reflection and professional development, collaborating with peers and families to ensure their practices positively impact both their classrooms and their communities.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

To measure the impact of these goals, both qualitative and quantitative data will be collected and analyzed. This will include: student performance data, such as grades and assessments, feedback from students and alumni through surveys and interviews, faculty evaluations of student progress, and external stakeholder input.

- Candidate Performance Data: This includes grades on Signature assignments, course completion rates, and final project/comprehensive exam evaluations to assess mastery of key literacy leadership concepts.
- Candidate and Alumni Feedback: Alumni surveys will gather insights on the program's impact on professional development and measure growth in candidates' knowledge and skills.
- Faculty and Employer Evaluations: Faculty feedback of candidate performance, as well as input from employers, will provide feedback on the relevance and application of the program in real-world contexts.
- Annual Program Reviews and Reports: The annual Closing the Loop Report will help track long-term success in meeting the program's goals, including feedback from the external review process.

Data will be systematically collected through End of Program and Year-Out surveys, Signature Assignment data, alumni and employer feedback, with ongoing analysis led by the Department Chair, Graduate Advisor, with input from full-time faculty each fall semester to ensure continuous improvement and alignment with the program's mission and goals.

D.   Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

To remain at the forefront of literacy education and preparation in the areas of humanizing and critical pedagogies, equity, culturally sustaining practices, and literacy leadership that adheres to evolving literacy standards/legislative changes, a long-term budget plan will include allocations for professional development for program faculty in these areas as well as in the priorities outlined above (technology, innovative curriculum design, etc.). The budget will also reflect student resources and personnel to support the growing online program (see section VI). We also intend to seek funds to support student research, including the proposed Critical Literacy Research Apprenticeship Program to begin in all 2017. Finally, new funding will be requested for additional staff and faculty release time to support the new PK-3 Credential Program (coordination, admissions, student teaching placement, etc.). We anticipate that this program will begin in fall 2027.

Table 12. Long-Term Budget Plan

Year(s)	2025-2027	2027-2031 **F27 - anticipated new PK-3 Credential**
Operating Expenses	$5,500.	$7,500.
Consolidated Course Fees	$7,800.	$9,200.
Online Course Fees	$52,000	$55,000

VIII.   Appendices Connected to the Self-study (Required Data) (all)

- Appendix A Undergraduate Degree Programs (N/A)
- Appendix B Graduate Degree Programs
- Appendix C Faculty
- Appendix D Curriculum Vitae of faculty
- Appendix E Resources
- Appendix F Long-term planning