

MA IN LANGUAGE AND LITERACY EDUCATION



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Mon, 09 Oct 2023 17:56:34 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Thu, 19 Oct 2023 21:06:33 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sun, 22 Oct 2023 20:27:15 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
4. Thu, 02 Nov 2023 23:12:22 GMT
Katie Hawke (katiedickson): Approved for Academic Services

History

1. Apr 24, 2020 by Marcy Merrill (merrills)
2. Aug 13, 2020 by Janett Torset (torsetj)
3. Aug 8, 2022 by 301127606
4. Aug 10, 2022 by 302822325

Date Submitted: Mon, 09 Oct 2023 04:38:34 GMT

Viewing: MA in Language and Literacy Education

Last approved: Wed, 10 Aug 2022 22:39:10 GMT

Last edit: Tue, 17 Oct 2023 19:57:48 GMT

Changes proposed by: Marcy Merrill (101010295)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2024-2025 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

| Name (First Last) | Email | Phone 999-999-9999 |
|-------------------|-------------------|--------------------|
| Marcy Merrill | merrills@csus.edu | 9162616687 |

Type of Program Proposal:

Major

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:

Fully Face to Face

Title of the Program:

MA in Language and Literacy Education

Designation: (degree terminology)

Master of Arts

Briefly describe the program proposal (new or change) and provide a justification:

This Form B proposal has a number of changes.

One is to correct an error that was made the last time it was approved. The required EDLL 250 course did not show up in the course listing and instead a different course, EDLL 205, is listed twice in the Program Requirements. So we are deleting one of the EDLL 205 listings, and adding back EDLL 250.

We are not currently offering the Adult Reading Certificate emphasis and so this is being deleted from catalog copy and from Program Requirements.

Another error was that the University Learning Goal of "Communication" was not checked; we have checked it now, because our degree program definitely requires learning goals related to Communication.

The degree program was previously an MA in Education, with a concentration in Language and Literacy. When we elevated the program, we missed the reference in the Catalog copy to the MA in Education, and so we are also correcting that now, in several places.

Lastly, a Form B is being submitted for a separate public school credential called the Reading and Literacy Leadership Specialist Credential. Students in this degree program can earn that credential by taking one additional course, so this information is added to catalog copy.

University Learning Goals

Graduate (Masters) Learning Goals:

- Disciplinary knowledge
- Communication
- Critical thinking/analysis
- Information literacy
- Professionalism
- Intercultural/Global perspectives
- Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Demonstrate the ability to gather, evaluate, and apply important and useful contextual qualitative and quantitative data as a means for understanding the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Critically analyze major concepts, principles, theories, and research related to the cognitive, social, and cultural contexts of literacy education.
3. Compose an APA formatted research report the purpose of statement, research question(s), a review of literature that analyzes and synthesizes main themes in educational research related to a specific topic of inquiry within the contexts and domains of literacy, description of data collection methods utilized to conduct the research, analysis and discussion of results;
4. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction

5. Explain how data is used to inform teaching, clinical work with students, curriculum development, and educational policy and systemic practices;
6. Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
7. Use a variety of research-based appropriate and instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections word recognition, language comprehension, and strategic knowledge from a wide range of texts, from traditional print, digital, and online resources.
8. Produce written and oral responses that demonstrate mastery of key concepts in the field of literacy addressed throughout the program;
9. Demonstrate mastery of use of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing to design or implement an integrated, comprehensive, and balanced curriculum and to support teachers in their efforts to provide effective instruction for all students.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Catalog Description:

Total units required for MA: 30

Program Description

The Master of Arts in Language and Literacy is designed for the administrator, the classroom teacher, and the specialist teacher of language and literacy for all types of children, youth, and adults. The program includes required courses in the field of language and literacy. Students will do practical work with struggling readers, examine literacy in educational contexts, and read and do research in the field of literacy.

NOTE: At completion of all requirements plus EDLL 206B course, the student can be recommended to the Commission on Teacher Credentialing for the Reading and Literacy Leadership Specialist Credential.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Admission Procedures

Prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, Riverfront Center 215, (916) 278-6470:

- an online application for admission through Cal State Apply; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>).

The graduate degree program is subject to general University and Departmental requirements. These requirements are explained in the Graduate Degree Requirements (<http://catalog.csus.edu/graduate-degree-requirements/>) section of the University Catalog.

Specific Additional Admission Requirements

Admission as a classified graduate student in Language and Literacy requires:

- a minimum 3.0 GPA in the last 60 units attempted; and
- an essay for acceptance into the Masters program is required.
- a valid California Teaching Credential is not required, but may be included in the application.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Reading/Language Arts Masters Degree

| Code | Title | Units |
|--|---|-----------|
| Required Core Courses (27 Units) | | |
| <i>MASTERS DEGREE</i> | | |
| EDLL 200 | Practicum in Decoding and Fluency: Assessment and Instruction | 3 |
| EDLL 201 | Practicum in Comprehension: Assessment and Instruction | 3 |
| EDLL 203 | Teaching and Assessing Writing in the Pre-K through 12 Classroom | 3 |
| EDLL 205 | Psychology and Sociology of Literacy Instruction | 3 |
| EDLL 202 | Language and Literacy Development in Multicultural Settings | 3 |
| EDLL 206 | Leadership In Literacy (EDLL 206A) | 3 |
| EDLL 207 | Advanced Practicum in Reading Difficulties: Assessment and Intervention | 3 |
| EDLL 209 | Literature for the Diverse Pre- K through 12 Classroom: Issues, Models and Strategies | 3 |
| EDLL 250 | Education Research ✍ | 3 |
| Culminating Requirement (3 Units) | | |
| EDLL 503 | Culminating Experience: Language and Literacy ¹ | 3 |
| Total Units | | 30 |

¹ Credit is given upon completion of a thesis or project for the Master of Arts in Language and Literacy. Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of their Culminating Experience Chair and the Language and Literacy Program Coordinator.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

There is no corresponding undergraduate major.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

N/A

Provide a fiscal analysis of the proposed changes:

There is no expected fiscal impact.

How will the above changes be accommodated within the department/College existing fiscal resources?

There is no expected fiscal impact.

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

N/A

Estimate the cost and indicate how these resource needs will be accommodated:

none

Reviewer Comments:

Marcy Merrill (merrills) (Thu, 12 Oct 2023 03:18:21 GMT): Please add a sentence in Program description that says: NOTE: At completion of all requirements plus EDLL 206B course, the student can be recommended to the Commission on Teacher Credentialing for the credential. It needs to be on the form B for MA in Language and Literacy Education. Thank you!

Key: 427