

**Proposal to change the format of the current Master of Arts
Degree in Education with an Option in Reading/Language
Arts from face to face to**

Reading Master's Degree Online

Submitted by the Reading Program

Imelda Basurto, Coordinator 278-0285

Department of Literacy and Early Education

Glenn DeVoogd, Chair 278-0279

Kremen School of Education and Human Development

California State University, Fresno

Institutional and Program Overview

Program Overview

A. Name of Program

The official name of the degree is Masters of Arts in Education with an option in Reading (online), but since that is a long title, we will refer to it as the Reading Masters Online. In substance, it is the same as the Master's in Education with an Option in Reading that is currently offered by our Department of Literacy and Early Education in a face-to-face format.

B. Percent Offered via Distance Education

100% of the courses will be offered online.

C. Type of Distance Education

The courses will be offered on the internet using a range of tools including readings from our (electronic) library, online video we post at CSU Fresno and other sites, webpages, discussion boards, group work, debates, simulations, Elluminate, podcasting, video casting, Qik, Voicethread, and other sites as they become available.

D. Geographic Scope of the Program

Given that no California State University that we know of is offering a master's degree online, we expect that some of our students to come from different parts of California. However, we also recognize that many of the students will come from different parts of the Central Valley of California. We will market and seek to educate teachers in literacy instruction who are in situations where graduate study is otherwise difficult including parents with young children, those who prefer online instruction because of their learning style or disability. Also, a large group of teachers who live far from a California State University will want to take the course because they find it hard to drive to a location where the university is offering courses.

E. Projected Number of Students

We project 20-25 students in the first year of offering and depending on the budget situation. Including the summer instruction, the program takes 5 semesters. In the second year we will add a new cohort of 25 to the existing cohort for a total of 40-50 students. Each subsequent year, we will add one or two new cohorts per year so the range of the number of students would stabilize between 50-100 students after the first year.

F. Type of Student

The program is geared for credentialed teachers who are seeking graduate study in literacy instruction for work in their classrooms to improve their own instruction or for work as building level reading specialists. Our graduates also work as school administrators, with book publishers, as community college professors, and sometimes go on to study in doctoral programs.

Online students will be much like the students we currently serve in cohorts around Fresno. The Kremen School of Education and Department of Literacy and Early Education currently offers face-to-face instruction to about 100 teachers for at least the last 30 years. To meet the growing need for expertise in reading instruction, in the past five years we have offered classes on the campus of 5 different school districts located in the Fresno region. With their exhausting schedule, teachers (our graduate candidates) tend to like programs that are close to their worksite where parking is easy and they familiar with the surroundings. Those face-to-face master's courses will continue to take place on campus or on public school campuses even as we offer this online sequence.

The students in our Reading Master's Online will most likely be similar to students in a current online Master of Arts in Teaching (MAT) program now in the 6th year of operation. Three of the professors who currently teach in the MAT would also teach in the Master of Arts Online. The MAT has graduate students from the Fresno area, Bishop, Shasta, Hollister, Los Angeles, the Bay Area, and even Utah, Texas, and Arizona. At the same time this Master of Arts in Teaching has increased enrollment

from 25 to 50 students, the face to face graduate program in the Department of Curriculum and Instruction also increased by over 100%.

G. Initial Date of Offering

Our intention is to offer the first cohort of student in the spring 2011.

H. Anticipated Life of Program

We anticipate that there will be an ongoing need and delivery of the program.

I. External or Internal Partners?

Though most of the professors will come from the Department of Literacy and Early Education, some of the research courses will come from the Department of Educational Research and Administration. The Division of Continuing and Global Education will hold special session for at least the first years of cohorts.

Descriptive Background, History, and Context

A. Description of the Institutional Context Connecting the Proposed Program to the Mission, Purpose, and Strategic Plan of the Institution:

Our current Master's of Arts in Education with an Option in Reading exists in collaboration with other reading programs in the California State University System, California State University, Fresno, the Kremen School of Education and Human Development, and the Department of Literacy and Early Education

CSU System

The CSU is the largest, most diverse and one of the most affordable university systems in the country. The system has 23 campuses, 405,000 students, and 44,000 faculty and staff. Preparation of the staff for public K-12 education in California has been a primary focus of the CSU system since the founding of its first campus as a teacher training institution in 1857.

CSU reading professors work together informally in many ways and formally through the Center for the Advancement of Reading (CAR) and through the California Reading Association (CRA). The Master's in Reading at California State University Fresno seeks to carry out the mission CAR to ensure "California's children and adolescents will be capable readers and writers." During fall and spring conferences and projects such as Reading Institutes for Academic Progress (RIAP is an initiative to help high school students learn more math and reading so they don't have to take remedial courses at the CSU) which is organized through CAR, our online program will help fulfill the mission of disseminating research in literacy instruction throughout the state. Providing the online format will allow teachers in remote areas across the state and teachers who are not available at times when traditional courses are offered to get advanced education.

Reading professors in the CSU System also meet at reading conferences such as the California Reading Association that also is the organizing body for a smaller group called the California Professors of Reading and Language Arts (CPRLA). Dr. Glenn DeVoogd, chair of the Department of Literacy and Early Education is the president of that organization for 2009-2011. Professors from California (and principally the CSU) also meet at the International Reading Association. Through CAR and CRA, hundreds of reading professors from the CSU System get together to hear from experts and discuss new state initiatives, pedagogy, and the character of students in California.

The California Reading and Literature Project (CRLP) and the California Writing Project (CWP) are part of the systemwide subject matter projects in which our reading professors direct local chapters. The local chapters of the CRLP and CWP work in schools to develop teacher's understanding of reading and writing instruction. The CRLP and CWP also serve as a community of teacher educators who connect professors from different campuses in the California State University System and engage the schools in the Central Valley.

California State University, Fresno

The vision and mission of California State University Fresno is: *to be one of the nation's premier interactive universities recognized for quality teaching, transformational scholarship, and cultural leadership for the benefit of society.* To realize the vision and mission, the university has set twelve priorities (http://www.csufresno.edu/President/mission_vision/index.shtml). Of these twelve, there are six priorities directly related to the creation and offering of the Master's Program in Reading (online) at California State University, Fresno. Below I've outlined how the six priorities will be served with the Reading Master's Online:

- **Develop an engaged and diverse student learning community** with graduates who value lifelong learning, communicate effectively, appreciate the fine arts and are committed to the principles of tolerance and freedom, and are concerned about the welfare of others in society. The Reading Master's Online is a manifestation of this vision. Receiving very little monetary reward for their master's degree and having to invest at least \$10,000 and hours of study every week after work, our master's candidates are the embodiment of the love of lifelong learning. These additional master's candidates would also then be able to maintain connections with California State University, Fresno after graduation through the local chapters of the California Writing Project and California Reading and Literature Project to continue their lifelong quest for learning. Our master's candidates dedicate their lives to helping children communicate effectively and appreciate the fine arts such as good literature. We also promote tolerance and freedom through critical literacy.
- **Build upon existing academic programs and create new academic programs** to help transform and develop the region. The Reading Master's Online

creates a new academic program that will build upon our existing reading master's degree program offering the program in an online format. The new approaches teachers learn in online classes are used to improve their instruction of school children and thereby transform and develop the region.

- **Support and develop high quality graduate programs** appropriate to the needs of the region, and achieve the Carnegie classification of "Master's/Research University-Intensive". Adding this master's degree would increase the percentage of master's students at the university making the university more master's/research intensive. Also, the technological expertise professors would acquire by teaching the online courses would improve the quality of their face-to-face classes by giving students additional ways to learn the material through online videos and online simulations.
- **Play a major role in transforming our region** by employing the university's resources for the solution of problems and improvement of the lives and livelihoods of its citizens. The Reading Master's Online courses would directly improve the quality of instruction in our graduate candidates' (teachers') classrooms.
- **Establish partnerships and alliances that serve the region** and work with educational institutions to improve the commitment, quality and value of education. By working with teachers employed in districts in the region, we are directly making alliances with teachers in ways that improve the quality of education.
- **Demonstrate and communicate the quality of the university's programs**, its students, faculty, staff, and alumni and its many and diverse centers of excellence. Through the quality of our teaching, our faculty will demonstrate and communicate quality to the region and beyond.

Fresno State's most recent strategic planning document *Plan for Excellence III*, includes the strategic direction "Advancing Graduate Education" which emphasizes the need to become a more research intensive university and a university more engaged in the region.

The California State University, Fresno Madden Library is the best library in the best library among the 24 campuses in the CSU System. The largest part of the building that houses the library has been rebuilt at a cost of \$110 million dollars. It opens at 7:45 on weekdays and closes between 10 p.m. and midnight every day except Friday and Saturday when the physical building is currently closed. Online however, the library is always open. It has over a million books on the shelves and an extensive online collection of books and journals. The Arne Nixon Center for Research on Children's Literature maintains the largest collection of children's books for research on the West Coast and is endowed to fund two professional faculty and students. There are many events throughout the year that support the reading and research of children's literature including national and international conferences the International Board on Books for Young People, the Association of Literature for Children, and The International Association for the Wizard of Oz.

Electronic resources at the library are also extensive. Online journal access are available from several databases including ERIC, Education Research Complete, and

Education Index Retrospective. In our experience, the library has never denied a request to purchase a journal. In a meeting with curator Kimberly Robles, the library agreed to acquire an extensive educational library of ebooks for electronic checkout. Books pertaining to education will be purchased in monthly lots and the library will only pay for the books actually checked out by students. This will allow students to download current and seminal books from anywhere around the world. Through their homepage and Facebook students can access their individual student library accounts request books, journals, and information from library faculty.

Kremen School of Education and Human Development (KSOEHD)

KSOEHD offers a Master of Arts in Education, with options in Administration, Curriculum, Early Childhood, and Reading (generally referred to as a Master's in Reading). KSOEHD also recommends candidates to the California Commission on Teacher Credentialing for Reading Certificates and Reading Specialist Credentials. This certificate and credential include most of the classes in the Master's in Reading, but without research methods and the capstone project or thesis. A doctorate is now offered also at KSOEHD in the area of Leadership.

The theme of the Kremen School of Education and Human Development is *Leadership for Diverse Communities*. From this theme is derived the vision and mission. The Vision and Mission for the school are:

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, educational administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Need

Low Test Scores on Literacy Sections in Valley Schools

For any educator from the Central Valley of California, the need for advanced education in literacy instruction is pretty obvious. In a recent study, the Fresno county was determined to have the very highest concentration of poverty of all counties in America. Given a general high correlation of school test scores with poverty, Fresno has among the lowest test scores on literacy in country. Fresno and surrounding areas is home to immigrant populations as a result of the high numbers of migrant farm workers who have settled out in the area from Mexico and because of the settlement of Southeast Asian immigrants here. Surrounding areas

sometimes have as many as 99% of the students of Hispanic descent. In Fresno Unified School district 60% of the students are Hispanic and 20% of the students are from Southeast Asia. These groups of students require greater expertise in reading instruction because of the multicultural and socio-economic aspects of their community. And yet, while the National Education Association shows that over half of all teachers have a master's degree, only 8% of the teachers in Fresno Unified School District have a master's degree.

Teachers From Areas Outside Fresno

Almost all of the current master's classes in reading are held one day a week on school nights from 4-7 p.m. and 7- 10 p.m. While this schedule could work well for many who live in close proximity to campus, we serve the whole Central Valley region. Those teachers from outside of town find it hard to attend at these times because of their location. They have teachers working during the day and then driving to our classes by 4:15 from Porterville, Chowchilla, and Avenal. Returning home on the day of class most often after 10 p.m., they struggle with their energy level, conflicts with childcare demands and conflicts with work demands. In addition, the tule fog which forms at night make teachers shy away from the commitment to drive long distances in the Valley.

Parking and Safety at Night

Fresno area teachers also struggle with the same issues, but often without the long drive. Teachers who are accustomed to free parking at their building sites and at their local grocery store, they find the parking situation uninviting on campus. Because 80% of elementary teachers are women, they are concerned about their safety on campus at 10 p.m. at night when the classes end.

Recent Attempts to Address the Need

To address some of these concerns teachers have concerning access to graduate education, the Reading Program created cohorts of students meet outside of the Fresno area in Parlier, Visalia, Hanford, Madera, and Los Banos. As a result of holding classes in underserved rural areas, we were able to educate three times as many teachers to become expert teachers of reading. For example, we have struggled to get teachers to attend classes on campus from Fresno Unified School District in the last 8 years getting only 2 or 3 teachers each year from Fresno to attend master's level courses. Recently, we decided to change tactics and have a cohort of teachers meet at a local elementary school in Fresno and we have a group of 32 teachers from just Fresno Unified School District. That is 10 times the number of teachers who were willing to meet on campus.

The traveling, however, has taken its toll on the faculty who drive between an hour and a half hour each way to arrive in the school where the graduate classes are taking place. In one location professors drive three hours to and from teaching a three hour class. So instead of teaching for three hours on campus, the professor is gone for six hours. While this is extreme case, a professor with a four class load with

classes away from Fresno State's campus might spend between an extra half day to a full day in the car driving to class. Professors who do the supervision courses which are common in both our masters and specialist credential programs have to drive several times a week for over a half an hour to an hour each way to visit students teaching in their classrooms. So while onsite teacher education has raised the number of graduate students in our program, it does give professors less time in the week to work on their scholarship or service.

A Reading Master's Online would serve as a solution for some of the difficulties outlined above. Online courses would give faculty more time to work on scholarship and service allowing them to spend less time driving. Having more time to write has become increasingly important because accrediting agencies of our newly acquired doctoral program, require more scholarship than what was previously required.

Likewise, an online master's degree would allow teachers to save the time they would otherwise take driving to campus or even to a school district where class is held.

An online master's program would allow more teachers with childcare issues to do graduate study of reading instruction and help children in their classes learn to read. Finally, almost all of online study occurs at home, they are likely to feel safer online at home doing graduate work.

To assess the need, a survey was conducted by our department to assess the need of a master's program in reading. Participants include 27 students, professors, and administrators. In the survey below (strongly agree, agree, not sure, disagree, and strongly disagree), of the educators who expressed an opinion, 96% strongly affirm the importance of more knowledgeable teachers and agree that teachers need more research based knowledge on the teaching of literacy (also 96%). Almost all respondents (91%) said research based literacy will raise test scores. Nine out of ten said they would taken online literacy courses from Fresno State (87%) and 57% said schools can contribute money to help the teachers pay for school.

Table 1. Survey of Need of Reading Online

Survey Prompt	Strongly Agree/Agree	Disagree/Strongly Disagree
Knowledgeable teachers are important	96%	4%
Teachers need more research based knowledge on the teaching of literacy	96%	4%
Teachers would take online literacy courses from Fresno State	87%	13%
Time, childcare, energy, and location were important factors in a teacher's decision to	63%	37%

attend a master's class in reading		
Research Based literacy will raise test scores	91%	9%
Schools can contribute money to help teachers pay for schooling	57%	43%

Over half (63%) of those who responded did believe that childcare, energy, and time were important factors in a teacher's decision to attend a master's class in reading. That group is the group we expect to serve.

In summary, this survey cited above shows the importance of research based reading instruction and gives a general indication that sufficient numbers of teachers will take the class.



APPLICATION FORM (2009-2010)

Directions: Submit this application nine to twelve months prior to the anticipated start date of the program. Applications must be complete and received with required fees to be scheduled for review. Applications are processed for review by the Substantive Change Committee and Commission in the order in which they are received.

Mail completed application and payment to: WASC, Attn: Substantive Change, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501.

Date of Application: February 2, 2010 From (ALO Name): Glenn DeVoogd
 ALO Telephone Number: 559 2780279 ALO Email: gdevoogd@csufresno.edu
 Other Contact Name: Ellen Junn Telephone: _____ Email: _____
 Name of Institution: California State University, Fresno
 Address: 5005 North Maple Avenue ED202 City: Fresno ST: CA Zip: 93740

FULL NAME (NO ABBREVIATIONS) OF PROPOSAL & DESCRIPTION OF PROGRAM, SITE OR OTHER CHANGE:
Master of Arts in Education with and Emphasis in Reading (online format) - This is an ongoing master's for many years that is adding an online option. All students will take all courses online.

IF THE PROPOSAL IS FOR AN OFF-CAMPUS SITE OF ANY KIND, PLEASE PROVIDE:
 Address: _____
 City: _____ State: _____ Zip: _____ Country: _____

IS THIS SITE WITHIN 25 MILES OF THE WASC INSTITUTION? YES NO

Anticipated Start Date of Program or Change: 09/14/2010 (xx/xx/xxxx)
 Requested Date of Subchange Review, if available: _____ (month/year)

TYPE OF SUBSTANTIVE CHANGE:

<p>Committee Review</p> <p><input type="checkbox"/> Additional Degree Program: <input type="checkbox"/> B or <input type="checkbox"/> M or <input type="checkbox"/> PhD or <input type="checkbox"/> Prof D</p> <p><input type="checkbox"/> New Off-campus Site (in WASC region)*</p> <p><input type="checkbox"/> New Off-campus Site (outside of WASC region)*</p> <p><input type="checkbox"/> New Off-campus Site (International)*</p> <p><input checked="" type="checkbox"/> Degree Program Modality - Distance Education</p> <p><input type="checkbox"/> Degree Program Modality - Blended (new site & distance education)*</p>	<p>Committee and Commission Review</p> <p><input type="checkbox"/> 1st Degree Program at a Degree Level**</p> <p><input type="checkbox"/> Joint Doctorate with:*</p> <p><input type="checkbox"/> Other New Degree (outside Specified approval)**</p> <p><input type="checkbox"/> Change in Legal Status</p> <p><input type="checkbox"/> Change in Mission</p> <p><input type="checkbox"/> Change in Ownership *</p> <p><input type="checkbox"/> Change in Sponsorship</p> <p><input type="checkbox"/> Merger *</p> <p><input type="checkbox"/> Other (please list):*</p> <p>*Site visits are usually required ** Call WASC for Degree Level Approval Policy classification</p>
<p>Fast Track Review Approval Request <i>(See the 2008 Substantive Change Manual for Fast Track Criteria)</i></p> <p><input type="checkbox"/> Off Campus (<input type="checkbox"/> Site <input type="checkbox"/> Regional Center)</p> <p><input checked="" type="checkbox"/> Modality (<input checked="" type="checkbox"/> Distance <input type="checkbox"/> Blended)</p> <p><input type="checkbox"/> International (<input type="checkbox"/> Site or <input type="checkbox"/> Region)</p> <p><input type="checkbox"/> Additional New Degrees (<input type="checkbox"/> B level or <input type="checkbox"/> M level or <input type="checkbox"/> D level)</p>	

ALO Signature: _____
 President or Provost Signature: _____
 ALO of Partnering Institution
 Signature (if applicable): _____

Substantive Change Fees and Procedures

Fees:

All fees must be submitted with the Substantive Change application. Applications received without payment will not be processed and the tentative proposal review date will not be scheduled until fees are received.

Withdrawal:

Institutions that withdraw a proposal at least 90 days before the tentatively scheduled review date will receive a full refund of fees.

Institutions that withdraw a proposal fewer than 90 days but more than 30 days before the scheduled review date will receive a 50% refund of fees.

No refund of fees will be given for proposals that are withdrawn 30 or fewer days before the scheduled review date.

Rescheduling:

Institutions may request to reschedule a proposal review date. If the request is made at least 60 days before the scheduled review date, no re-scheduling penalty will be charged. (See excerpt from Schedule of Dues and Fees below)

Rescheduled proposals must be reviewed within one year of the date of the originally scheduled review. Otherwise, the institution must reapply with applicable fees. (See Schedule of Dues and Fees below)

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
THE SENIOR COMMISSION
Schedule of Dues and Fees
(Effective 7/1/07)

SUBSTANTIVE CHANGE

Substantive Change Application - Committee Review	\$1,000
Substantive Change Application - Committee and Commission Review	\$3,000
Substantive Change Review Re-schedule (1)	\$500
Review Following a "Not Accept" Action	\$750
Fast Track Review Approval Request (includes 1 program /site per Modality or Degree)	\$1,500
Fast Track Review Approval Renewal	\$1,000
Expedited Proposal under Fast Track Review approval	\$250
Merger; Change in Legal Status; Change in Ownership Requiring Legal Review	\$7,500*
Change in Mission, No Legal Review Required	\$3,000
Site Visit Fee	\$500 +
	Visit team expenses

*Legal fees incurred by WASC on behalf of the institution will be billed to the institution.

SALARY SCHEDULE
"INSTRUCTIONAL FACULTY, SPECIAL PROGRAMS"
CLASS CODE 2322

Effective July 1, 2008

Students Enrolled	Semester Unit Rate				
	Assistant Professor	Instructor	Assistant Professor	Associate Professor	Professor
1	110	110	110	110	110
2	220	220	220	220	220
3	330	330	330	330	330
4	440	440	440	440	440
5	550	550	550	550	550
6	660	660	660	660	660
7	770	770	770	770	770
8	881	881	881	881	881
9	991	991	991	991	991
10	1101	1101	1101	1101	1101
11	1211	1211	1211	1211	1211
12	1279	1321	1321	1321	1321
13	1279	1431	1431	1431	1431
14	1279	1522	1541	1541	1541
15	1279	1522	1651	1651	1651
16	1279	1522	1667	1761	1761
17	1279	1522	1667	1871	1871
18	1279	1522	1667	1981	1981
19	1279	1522	1667	2091	2091
20	1279	1522	1667	2101	2201
21	1279	1522	1667	2101	2311
22	1279	1522	1667	2101	2422
23	1279	1522	1667	2101	2532
24	1279	1522	1667	2101	2642
25 or more	1279	1522	1667	2101	2656

MAXIMUM RATE. The maximum rate is the usual salary to be paid to a faculty member when course enrollment reaches the established campus level. When enrollment falls short of this level, a faculty member is paid in accordance with the schedules for low enrollment courses.



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

Friday, January 29, 2010

To: Paul Beare

From: Glenn DeVoogd, Chair, Department of Literacy and Early Education

Enclosed is our proposal for an online version of our already existing Master's Degree in Education with an Emphasis in Reading Instruction. This two year program would feature rigorous engagement with ideas written in prominent texts and journal articles in the field of reading, videos of classroom scenarios online, bi-weekly synchronous discussions, and rigorous application of theory and research to common educational practice.

Online Master's in Education with an Emphasis in Reading Instruction

Semester 1 (normally fall)

LEE 278 Literacy Processes & Practices (3)

LEE 213 Teaching the Language Arts, K-12 (3)

Semester 2 (normally spring)

LEE 215 Language Issues in Reading (3)

LEE 224 Assessment and Development of Reading Abilities (3) **Elective**

Semester 3 (normally summer)

ERA 153 Educational Statistics (3)

ERA 220 Educational Research (3)

Semester 4 (normally fall)

LEE 244 Research for Reading Professionals (3)

LEE 214 Literature for Children & Young Adults (3) **Elective**

ERA 288 Program Measurement and Evaluation (3)

Semester 5 (normally spring)

LEE 298A/299 Thesis or Project (4)

LEE 280T Advanced Topics in Literacy and Early Education (2) **Elective**

Our current face-to-face program has typically has about 100 students taking classes from our professors at schools in the Fresno, but this online group of courses would most likely take place in special session and does not require students attend classes in Fresno.

Department of
Literacy and Instruction

500 S. Maple Ave. M/S ED2
Fresno, CA 93740-8025

559.278.0240
Fax 559.278.0107



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

February 13, 2010

Dr. Glenn DeVoogd
Chair, Literacy and Early Education
Kremen School of Education and Human Development
California State University, Fresno
Fresno, CA 93740

Dear Dr. DeVoogd,

I am writing in strong support of the proposed on-line Masters Degree in Reading. Reading pedagogy is the most important specialized skill a teacher can possess, whether teaching Elementary, Special Education, or Secondary students. In his recent presentation at our campus, Willard Daggett repeatedly conveyed that teaching reading in the content area is the skill that differentiates between excellent and poor single subject teachers. Your proposal will offer skills in reading to teachers across our region, the state, and even across the nation.

Reading is particularly important in light of the pressure being put on schools by the accountability movement. This pressure leads to the use of techniques not supported by data-based research but because of the influence of corporations on decision makers and school leaders who are strapped for resources.

Your faculty members are truly gifted in conveying reading skills. At the credential level, the ability to teach reading is the skill highest rated by the principals who supervise our graduates during their first year of professional teaching. I am confident that this on-line program will improve reading services in the schools and help future generations of children benefit from the wisdom of your faculty.

If I can be of any assistance in the final development of this program, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Paul Beare".

Paul Beare, Ph.D.
Dean

Kremen School of
Education and
Human Development
Office of the Dean

Shaw Ave. M/S ED1
Fresno, CA 93740-8025

559.278.0210
Fax 559.278.0113

<http://education.csufresno.edu>

Division of Continuing and Global Education - Self Support Budget Estimate

Master of Arts in Reading
Breakeven Chart - 33 Units @ \$275 Per Unit Total Cost to Student = \$9,075

9/1/10

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Revenue:																
1 Registration Fees	138,125	145,200	154,275	163,350	172,425	181,500	190,575	199,650	208,725	217,800	226,875	235,950	245,025	254,100	263,175	272,250
Total Revenue	138,125	145,200	154,275	163,350	172,425	181,500	190,575	199,650	208,725	217,800	226,875	235,950	245,025	254,100	263,175	272,250
Expenditures:																
2 University Reimbursement	20,419	21,760	23,141	24,503	25,864	27,225	28,586	29,948	31,309	32,670	34,031	35,393	36,754	38,115	39,476	40,838
3 CO & SCO Reimbursement	6,806	7,260	7,714	8,168	8,621	9,075	9,529	9,983	10,436	10,890	11,344	11,798	12,251	12,705	13,159	13,613
4 DCGE Admin Recovery	37,125	39,600	42,075	44,550	47,025	49,500	51,975	54,450	56,925	59,400	61,875	64,350	66,825	69,300	71,775	74,250
5 Graduate Studies	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,800	2,900	3,000
6 Backfill	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938	9,938
Salaries:																
7a Professors (2)	9,906	10,866	11,826	11,886	12,846	13,206	13,866	14,532	15,192	15,852	16,512	16,996	17,240	17,484	17,728	17,972
7b Professors (3)	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240	9,240
7c Assoc Professor (1)	4,953	5,283	5,613	5,943	6,273	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303	6,303
7d Assist Professors (4)	19,812	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004	20,004
7e Assist Professors (1)	3,302	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334
7f Instructors (2)	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132	9,132
8 Fringe Benefits	817	835	849	863	878	888	897	907	916	926	927	927	927	927	927	927
9 Marketing	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	142,950	148,572	153,963	159,300	164,755	169,845	174,904	179,970	185,029	190,089	194,564	198,954	203,344	207,734	212,124	216,514
Overage	-6,825	-3,372	309	3,990	7,670	11,655	15,671	19,680	23,696	27,711	32,311	36,996	41,681	46,366	51,051	55,736

Departmental Shares:

DCGE	-2,730	-1,349	124	1,596	3,068	4,662	6,258	7,872	9,478	11,084	12,924	14,798	16,672	18,546	20,420	22,294
Department	-4,095	-2,023	185	2,394	4,602	6,993	9,402	11,808	14,217	16,627	19,388	22,197	25,008	27,819	30,630	33,441
Total	-6,825	-3,372	309	3,990	7,670	11,655	15,671	19,680	23,696	27,711	32,311	36,996	41,681	46,366	51,051	55,736

Notes:

1. Registration Fees calculated at \$275 per unit. Total Registration fees for program, per student = \$9,075.
2. University Administrative Overhead is calculated at 15% of revenue.
3. Chancellor's Office and State Controller's Office Overhead Administrative Expense is calculated at 5% of revenue.
4. The Division of Continuing and Global Education charges \$75 per unit to cover operating expenditures.
5. Graduate Studies charges \$100 per participant.
6. Backfill for Coordinator calculated at \$4,969 per semester x 2 semesters
7. Faculty salaries are calculated according to Salary Schedule 2322 rates.
 - a. Two Professors each teaching a 3 unit class
 - b. Three Professors each teaching 7 students in a 4 unit thesis (supervised)
 - c. One Associate Professor teaching a 3 unit class
 - d. Four Assistant Professors each teaching a 3 unit class
 - e. One Assistant Professor teaching a 2 unit class
 - f. Two Instructors each teaching a 3 unit class (Adjuncts)
8. Fringe benefits calculated at 0.0145 (Medicare only).
9. Marketing budget established at \$10,000.
10. Supplies and Miscellaneous items when applicable.

University Budget Committee Budget Analysis Guidelines

It is the charge of the University Budget Committee to provide an analysis of budgetary impact to the Academic Senate of those proposals submitted for Senate for approval. The University Budget Committee expects the initiating department/program to provide a reasoned estimate of those changes that will result from implementation of their proposal. The estimate is to be provided in the form of quantitative and narrative descriptions, so as to permit University Budget Committee analysis. The University Budget Committee also requires evidence that the proposal has received fiscal review at the College/School level. The University Budget Committee therefore requests that departments/programs use the following guidelines in providing the information required.

1. Projected changes in enrollment (FTES)

- a) What is the recent enrollment history of the program and what effect will the proposed changes have on enrollment?

The Master's Degree in Education with an Option in Reading has had a total of about 50 to 100 students for the last ten years. We currently have cohorts in Hanford, Fresno (meets at Leavenworth Elementary School), Sanger, and Los Banos. We currently have about 70 students in our graduate reading program. The proposed program is similar to the existing program; the only difference being that the new program is online.

- b) If FTES is expected to increase, what proportion represents new FTES and what proportion represents shifts from existing programs?

The proposed program will be run in Special Session so there is no expected rise in FTEs. There is no expectation the current Reading Master's will have fewer students. In fact, we expect we will have more given that we have had recent success recruiting cohorts in collaboration with local school districts.

How did you estimate your expected changes in enrollment?

One current online master's program (MAT) available in the KSOEHD is able to recruit one or two cohorts of 25 students each year. Reading instruction is a pretty popular topic for educators so many educators want to get their master's in reading.

2. Projected changes in existing curriculum

- a) Will there be changes in the cost of delivering the curriculum? What will those costs be and what is their basis?

Typically, our students take two classes of three units for four semesters and one seven unit semester which works out to approximately \$9990 for the entire master's program. The budget for the Online Reading Master's in Special Session approximately \$8600.

- b) For new courses, what is the estimated class size, frequency, and level/classification ("S" or "C" classification) of course delivery? Please be specific.

We plan to have courses classes of 24-28 students per class with each cohort starting once a year. Numbers will most likely dwindle as some students experience problems in their personal lives. Classes will be offered in Special Session in the fall, spring, and summer semesters. All the classes will be at graduate level with no "S" or "C" classification.

- c) For courses currently being offered, will there be changes in class size, frequency, level or classification of course delivery? Please be specific.

We do not anticipate any changes in courses currently offered.

- d) Will courses be dropped from the existing curriculum? Please list specific courses.

No.

Projected changes in faculty

- a) Will there be a shift in faculty assignments? If so, what will be the difference between current and proposed

assignments?

No, all current faculty are now teaching in the face-to-face master's program. Professors will be able to teach on load or off load as needed.

- b) Will there be shifts in faculty numbers or distribution (T/TT vs FT/PT)? If so, what will they be?

We have a large and growing pool of adjunct professors in the area with doctoral degrees in education who could teach courses if needed.

- c) Will new positions be added/required and what resources will be used to acquire them?

We do not anticipate adding new professors at this time.

4. Projected changes in budget

- a) What is your current operating budget?

The budget for special session will be \$145,860 for 17 students to \$257,000 for 30 students (see Budget Estimate). The Reading Program doesn't have a budget and the Department of Literacy and Early Education (LEE) has a \$36,000 budget for supplies and travel which is supplemented by the Dean.

- b) What are your current positions (T, TT, FT, PT, staff)?

The numbers of faculty are very flexible depending upon the needs of the department. Currently, we have 6 full time faculty who teach mostly reading courses. They also serve as chair, coordinator, and project director of grants. Three additional full time faculty in our department normally teach multicultural education and English language learners, but they are qualified to teach one course in our program (special topics-English learners). One faculty in Early Childhood can teach one of the courses. We have had two adjunct faculty with a doctorate in education who can teach online courses. Previously, when faculty in the Reading Program had more credential students, faculty taught more teacher credential classes. However, since our numbers of credential courses have gone down, faculty are freed up to teach more of the graduate programs. Some faculty have taken on courses in the doctoral program, the Master of Arts in Teaching and electives in the Master's for Curriculum and Instruction. When student numbers surge in any program, we can adjust by hiring from a large pool of 15 part-time temporary adjunct faculty who serve in the day time as teachers. So our full time faculty is pretty flexible adjusting to the needs of the department. We have one department assistant.

5. Budgetary impact over time

- a) What are the projections for 1, 3 and 4 above as the program moves through its first cohort and sufficient courses and resources are brought online to satisfy the graduating cohort and all new cohorts at that time?

Each cohort will have two classes taught at a time resulting in half the load of a faculty member. A potential of two cohorts is anticipated to be in operation at one time so there will be an increase demand on the faculty of one full time faculty member. This does not seem significant given the fact that faculty can teach on- or off-load and given that adjunct faculty can replace current faculty teaching credential courses.

- b) What are the plans for a systematic budgetary review of the program at the end of the transitional period (toward full implementation when all cohorts are in place)?

The KSOEHD Budget Committee will review the budget at the end of the transitional period and make adjustments as needed.

6. Do you anticipate outside revenue to support your program (state funds, grants/contracts, endowments, etc.)?

- a) Will budget requirements change and what will those changes be (e.g. in operating budget, facilities, equipment, technical support, staff, etc.)? Please specify.

We do not anticipate many in the budget requirements.

- b) Will there be any increase in administrative roles/responsibilities that require buy-back or release time?

There is a coordinator who will have a 3 unit release time each semester or will be paid \$4969 per semester.

c) How will the expected changes in budget requirements be met?

Students will pay to support the budget. Since professors can work on- or off-load and given that we have a large pool of adjunct professors to teach courses, there will be flexibility to arrange for faculty.

d) Has the budgetary impact of the proposal been reviewed by the College/School Budget Committee and Office of the Dean?

A Budget Committee including 2 reading faculty, the Associate Dean of the Kremen School of Education and Human Development, the Dean of Continuing and Global Education, two staffers working on advertising and publicity, one budget officer, and a coordinator met two times (2/2/10 & 2/16/10) to discuss the budget.

7. Effect on Support Services and programs in other Colleges/Schools

- Are support services (e.g. Library, AIC) required for program implementation and function?

Current library resources including our KSOEHD liaison Patrick Newell and current reference librarians will be able to address students in the program.

- Are programs in other Colleges/Schools directly affected by the proposal and in what way?

No.

- Who are the representatives in the affected service areas and/or Schools/Colleges that have been contacted?

We have discussed the Master's in Reading Online at meetings of the Chairs, Executive Committee, and the Coordinating Council in the KSOEHD.