

**Program Handbook:
A Guide for Candidates**

**Reading, Language, and
Literacy**

Masters of Arts

**Reading & Literacy Added
Authorization**

**Reading & Literacy
Leadership Specialist
Credential**



California State University
SAN MARCOS



Welcome the Reading, Language, and Literacy Program!

As teachers move from novice to veteran, they often seek continuing education experiences that will help them build upon their emerging knowledge base and become more effective in working with a wide range of students. CSUSM’s program in [Reading, Language, and Literacy \(RLL\)](#) was built upon a vision that educators can lead from any seat and that a deep knowledge of literacy theory is essential in terms of helping students successfully navigate school and then become productive members of the global society. To that end, candidates will experience a program based on a sound rationale, grounded in rigorous research, and framed by philosophy of equity and inclusion. Learning from your coursework is immediately applicable and prepares you to meet the needs of a wide range of learners. We look forward to working with you on your journey through graduate school!

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School of Education (SOE) Mission & Vision

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Program of Study

The Reading, Language, and Literacy Program provides advanced preparation in reading/language arts assessment and instruction, clinical and field experience, and a strong foundation in theory and research in the teaching of reading and writing in the preK-12 educational system. Twelve guiding principles encourage candidates to work within diverse settings and to maximize learning for diverse student populations. In this way candidates will be prepared for many different assignments, including preventing reading difficulties as early as possible, working with struggling readers, and helping English learners attain success in the development of their literacy strategies.

This series of courses prepares teachers for the diversity of languages often encountered in preK-12 schools and classrooms. Coursework and fieldwork also prepare educators to “lead from any seat” as they deepen their knowledge of literacy theory and gain confidence in analyzing data, making instructional decisions grounded in that analysis, and advocating for students at all levels.

Learning Outcomes

Program learning outcomes (PSLOs) and more specific student (candidate) learning outcomes are grounded in the 12 guiding principles and inform program analysis as well as professors’ decisions about coursework.

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning

PSLO #2: Proficiency in promoting a culture of literacy that meets the needs of all students: Demonstrate a commitment to culturally proficient literacy instruction through the signature assignments developed per the program principles.

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports, instructional plans and school wide program planning based upon individual students’ assessed needs as well as school wide professional development needs.

PSLO #4: Research Analysis: Analyze and integrate research to design or implement an integrated, comprehensive, and balanced literacy curriculum

Guiding Principles

Highly effective literacy teachers of monolingual and multilingual students . . .

1. Recognize major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental and sociocultural foundations of reading and writing development, processes, and components.
2. Demonstrate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum.
3. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments.
4. Employ a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of teaching and learning purposes and students' needs.
5. Utilize a variety of assessment information to plan and evaluate instruction
6. Teach English literacy by harnessing students' primary language knowledge base to enable them to develop competency in the English language arts and to develop understanding of content across the curriculum.
7. Integrate tools of technology in literacy settings to gather, synthesize, critically evaluate information, and to create and communicate knowledge.
8. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.
9. Design, facilitate, lead, and evaluate effective and differentiated literacy programs for students and professional development programs.
10. Investigate questions, examine assumptions and beliefs, collect and analyze data to improve teaching and students' learning.
11. Recognize and influence local, state, or national policy decisions.

12. Create and implement strategies to advocate for equity, excellence and social justice for all students.

California Standards for the RLLA and RLLSC

Reading & Literacy Added Authorization and Reading & Literacy Leadership Specialist Credential

<p style="text-align: center;">Program Design</p> <ul style="list-style-type: none">➤ Standard 1 (RLLA): Program design, rationale, and coordination➤ Standard 6 (RLLSC): Program design, rationale, and coordination
<p style="text-align: center;">Curriculum and Fieldwork</p> <ul style="list-style-type: none">➤ Standard 2 (RLLA): Promoting a culture of literacy➤ Standard 3 (RLLA): Preparation to teach literacy to all students through assessment, instruction, and appropriate intervention➤ Standard 7 (RLLSC): Research and evaluation methodology➤ Standard 8 (RLLSC): Advanced professional competencies➤ Standard 9 (RLLSC): Integrating the curriculum through clinical experiences
<p style="text-align: center;">Assessment of Candidate Competence</p> <ul style="list-style-type: none">➤ Standard 5 (RLLA): Planning, organizing, and providing literacy instruction➤ Standard 10 (RLLSC): Planning, organizing, providing, and leading literacy instruction

Available Options

RLAA: Reading and Literacy Added Authorization

EDRL 606

EDRL 610

EDRL 613

EDRL 614A

EDRL 614B

EDRL 616

RLLSC: Reading and Literacy Leadership Specialist Credential

EDRL 618

EDRL 619

EDRL 623

EDRL 627

MA: Master of Arts in Reading, Language, and Literacy
 EDUC 622
 EDRL 698

Candidates who complete the program’s 36 units, have three years of teaching experience, and possess a CA clear teaching credential will earn the RLAA, RLLSC, and MA. Candidates who do not have three years of teaching experience and a CA credential will earn the MA only.

Candidates who do not want the MA will not take EDUC 622 and EDRL 698. Candidates who do not want the RLAA are not required to take EDRL 614B. Candidates who do not want the RLLSC are not required to take EDRL 623.

Program of Study

Course	Semester and Timing	Faculty
EDRL 606: Foundations of Literacy and Literacy Instruction	Summer I End of June – Middle of August	Erika Daniels
EDRL 616: Learning Through Text	Summer I End of June – Middle of August	Christiane Wood
EDRL 610: Creating Conditions for Engagement and Independence	Fall I End of August – Middle of October	Erika Daniels
EDRL 613: Multilingual Learners, Literacy, & Language	Fall I End of August – Middle of October	Elizabeth Garza
EDRL 614A: Reading & Writing Assessment	Fall II Middle of October – Middle of December	Christiane Wood
EDRL 614B: Integrating Curriculum Through Fieldwork/Clinical Experiences	Fall II Middle of October – Middle of December	Christiane Wood
EDRL 618: Teaching Literacy for the 21 st Century	Spring I Beginning of January – Middle of March	Christiane Wood
EDRL 619: Teacher Inquiry to Improve Student Learning	Spring I Beginning of January – Middle of March	Moses Ochanji
EDRL 622: Research Methods in Education	Spring II Middle of March – End of April	Rong-Ji Chen
EDRL 623: Integrating Curriculum Through Fieldwork/Clinical Experiences	Spring II Middle of March – End of April	Janet Powell

EDRL 627: Designing, Developing, and Evaluating Effective Programs	Summer I End of April – Middle of June	Wendy O'Connor
EDRL 698: Culminating Experience	Summer II, Fall I End of June – Middle of October	Erika Daniels Christiane Wood

All course requirements, as listed in the syllabus, must be completed in order to receive a passing grade in the course. The grading scale is described in each course syllabus and conforms to a traditional scale unless otherwise noted (e.g. 90 - 100% = A; 80 – 89% = B). If candidates do not complete the course assignments, they will receive a grade commensurate with the points they have earned. They may request an Incomplete that will be granted at the instructor’s discretion. Outstanding coursework must be completed before any Incomplete can be cleared.

Grading

All coursework will earn a letter grade except for the fieldwork experiences (EDRL 614B & 623) and Culminating Experience (EDRL 698), which will be graded credit/no credit.

Culminating Experience

The Culminating Experience (EDRL 698) occurs during the last two sessions of the program (Summer II, Fall I) is a requirement for completion of the Masters Program. It is not required for candidates who are only completing the RLAA and RLLSC. It can be completed through a research study (thesis) or a project.

Thesis

Conduct a research study of interest according to the appropriate research design approved by a committee and reported in a format using the APA Style Manual.

Project

Define a need relating to curriculum or professional development through a review of existing programs. Meet the need through the design, development, and implementation of curriculum or a professional development program that has not been previously addressed by others. The project must be approved by the committee and reported in a format using the APA style Manual.

The program’s co-coordinators (Dr. Wood and Dr. Daniels) lead the Culminating Experience and provide individualized support to all candidates. More details are provided during the Spring II session.

To Advance to Candidacy, a candidate must:

1. Be in good standing with a minimum of 3.0 cumulative GPA.
2. Have completed all course work with the exception of MA Thesis/Project Seminar(s).

3. Have met any conditions set upon admission to the program.

4. Completed the Graduate Writing Assessment Requirement (GWAR) Master's candidates should have met with their Thesis/Project Chair prior to this time to ensure that their academic program is on schedule. It is the candidate's responsibility to validate that the courses completed have met the requirements of the option. Once you have filled out your information and signed the form, please forward it to your Thesis/Project Chair for review and signature. Your Chair will route it to your Committee Member for their signature.

If a candidate does not complete a research study (thesis) or project, then the MA degree will not be conferred. See the [CSUSM Graduate Studies Handbook](#) for more information. Further, each chapter in the Project or Thesis requires multiple rounds of revision in consultation with the candidate's chair and second reader. The document is not considered "finished," until the chair and second reader have approved it.

Support Services

The following resources are here to provide support for your social-emotional, academic, and administrative requirements throughout your program:

- [Technology Support](#)
- [Zoom and Video Tutorials](#)
- [Library](#)
- [Library Freely Available Resources](#)
- [Sage Research Methods](#)
- [Disability Support Services](#)
- [Writing Center](#)
- [Cougar Care Network](#)
- [Policies](#)