



CALIFORNIA STATE UNIVERSITY, STANISLAUS

READING/LANGUAGE ARTS SPECIALIST CREDENTIAL College of Education February 2011

This advanced credential can be added to a previously held credential such as Multiple Subject, Single Subject, or Special Education credentials. The program consists of 30 units of coursework, including methodology, research, practica (clinical fieldwork), and coaching experiences.

About half of the students currently working toward a Master of Arts in Curriculum and Instruction with a Reading concentration are also working on their RSC because of the 18-unit overlap between programs.

Additionally students can complete a prescribed 15 units of the program and apply for a Reading Certificate.

Program Accreditation

The program recently met CCTC requirements for re-accreditation and the program will undergo some redesign in the coming year because the newly approved state standards. (The number of standards decreased from 20 to 10.) The program courses will add specific components to address the California Preschool Learning Foundations, additional information on RtI, explicit connections on using data to propose change, and an increased focus on professional development and leadership. These changes will also change the title of the credential to Reading and Literacy Leadership Specialist credential. The new program will begin transitioning in 2012, with full implementation by January 2013.

Program courses

EDRG 4100—Reading Language Arts Strategies K-12*
EDRG 4240—Reading Instruction in the Primary Grades*
EDRG 4250—Reading Instruction in the Intermediate Grades*
EDRG 5250—Reading Language Arts Assessment and Evaluation*
EDRG 5910—Practicum in Reading Language Arts*
EDRG 4150—Literature-based Instruction for Children
EDML 5000—Multilingual Education in the Content Areas
EDRG 5350—Reading Language Arts Research and Trends
EDUC 5400—Teachers as Change Agents, Researchers and Writers
EDRG 5920—Advanced Practicum in Reading Language Arts

•courses required for the Reading Certificate

Program Completers

Each year the program exits between 8 and 12 program completers, who have presented a portfolio of signature assignments and successfully answered questions from a committee comprised of reading faculty and members of the Reading Advisory Committee.

Assessment

In addition to meeting the state standards (currently 20), the program is also designed to address the College of Education Learning Outcomes (13) and the Graduate Learning Goals (6).

Initial—Entering students must have completed a teaching credential program, have one year of full time teaching experience, two letters of recommendation, and a grade point average of at least 3.0.

Mid-point—Students must maintain at least a 3.0 grade point average and successfully complete the initial practicum.

Exit—At the conclusion of all coursework students present a portfolio of signature assignments to a committee and only after successful completion are the students recommended to the state for the credential.

Program Review Survey—Each candidate is asked to complete a program review survey in regards to Knowledge Base, Instructional Planning, Implementation of Lessons, and Professional Orientation. Candidates routinely give the program high marks (4 or 5 on a 5-point Likert scale) in all areas.

Faculty regularly request feedback from candidates on individual course structures, materials, and application to make adjustments in the delivery of the content.

Faculty

Currently this is only one faculty member whose sole responsibility is to the Reading Specialist Credential program, but there are five additional faculty members who also teach classes as needed.

Schedule

Currently there are 3-4 classes offered each semester for the RSC program and a proposed schedule of courses has been developed for planning purposes through spring of 2013.

Dr. Susan M. Neufeld, RSC Program Coordinator
Professor, Department of Teacher Education
209-664-6719
sneufeld@csustan.edu