

**College of Education and Allied Studies
Department of Teacher Education
Reading and Literacy Added Authorization (RLAA)
Master of Science in Reading and Literacy (MSRL)**

Executive Summary

The Graduate Reading Program (GRP) at Cal State East Bay is a one-year online program, leading to the Reading and Literacy Added Authorization (RLAA) and the Master of Science in Reading and Literacy (MSRL). The program is a cohort model; two cohorts of 20-25 candidates are admitted per year, one each in Summer and Spring. Candidates are usually full-time teachers working in school districts throughout California. Upon successful completion of six courses (14 units) and three or more years of classroom teaching, candidates are recommended for the Reading and Literacy Added Authorization (RLAA) issued by the California Commission on Teacher Credentialing (CTC). With the successful completion of six more graduate courses* (17 units), candidates earn the MSRL.

Each cohort completes a carefully sequenced set of courses accompanied by field experiences. Field components are embedded within specific courses and are designed to provide candidates with multiple opportunities to apply the knowledge and skills acquired in their coursework. Classes are online with one-two synchronous meetings per week, depending on the course and term.

The RLAA and the MSRL are offered through the CSU East Bay Department of Teacher Education (TED) under the auspices of University Extension. The MSRL/RLAA Program Coordinator works closely with the TED Chair to coordinate the Graduate Reading Program.

*MSRL candidates may transfer in up to nine eligible post-baccalaureate units, which apply toward the additional six-course (17-unit) requirement for the master of science degree.

1. Program Design

The Department of Teacher Education at California State University, East Bay offers two levels for graduate study in the area of reading and language arts:

The Reading and Literacy Added Authorization (RLAA) is granted by the California Commission on Teacher Credentialing (CCTC) upon recommendation by Cal State East Bay. It authorizes service as a reading specialist at a school site. This program is 14 semester units.

The Master of Science in Reading and Literacy is granted by Cal State East Bay. Candidates who have earned the Reading and Literacy Added Authorization or previously earned the Reading and Language Arts Specialist Credential, are eligible to continue their graduate studies and earn the M.S. degree. This program is 31 semester

units: 14 units for the Reading and Literacy Added Authorization and 16 additional units beyond those required for the RLAA.

For students who have completed their credential within five years of the MS completion date (7 years with a waiver), they may complete the 31 units including the Reading Added Authorization courses (14 units) and MS courses (7 units) by bringing in 9 units of coursework from an accredited credential program. If they completed their credential over five years beyond MS completion date (7 years with a waiver), the electives TED 670, 671 and 672 may be completed to meet this remaining 9-unit requirement. The entire program, including the Reading and Literacy Added Authorization and the MS degree can be completed in one calendar year with the inclusion of 9 approved credential program units.

Upon successful completion of coursework and three or more years of classroom teaching, candidates will be recommended for the state-issued Reading Literacy Added Authorization from the CTC. Candidates with less than three years of teaching experience are welcome to complete the program and apply for the Reading and Literacy Added Authorization once they have the required classroom teaching experience. Candidates complete three more graduate courses to receive a MS in Reading and Literacy.

Leadership within the Credential Program

The coordinator of the Graduate Reading Program reports to the Chair of the Department of Teacher Education Department (TED) who reports to the Dean of the College of Education and Allied Studies (CEAS) at Cal State East Bay. The coordinator works closely with the Credential Analyst in the Credential Student Service Center (CSSC) who reports to the CEAS Associate Dean who reports to the CEAS Dean.

Program Delivery Model

The Graduate Reading Program is located at the main campus in Hayward, California. The delivery model is online with synchronous and asynchronous modalities. The program is offered through the University Extension in a traditional semester format.

Location	Delivery Model	Pathway
Main Campus	Online University Extension	N/A

Table 1.1.1 Program Location, Delivery Model, and Pathway

Communication within the Credential Program and with the Institution

With input from the GRP faculty, the coordinator makes policy recommendations to the TED chair. Both the coordinator and the chair communicate collaboratively with the Credential Student Services Center (CSSC), which is in charge of all credential documentation.

Means for Stakeholder Input

Stakeholders are the TED and GRP faculty, students, program graduates, and representatives from local school districts. The development, implementation, and evaluation of the RLAA and MS are collaborative enterprises between the faculty in the Department of Teacher Education and personnel from local school districts. There is also input from the Teacher Education and MSRL advisory committees, which provide a formalized forum for faculty, students, graduates, and representatives from local school districts to meet and collaborate on program effectiveness, goals, and improvement.

2. Coursework and Field Experience**Number and Types of field placements**

With few exceptions, candidates in the MSRL/RLAA program are employed full-time preK-12 teachers. As such, there are no field placements; however, fieldwork assignments are embedded in most courses and provide candidates with opportunities to work with students of different age/grade levels.

Structure of coursework and field experiences in the credential program

The 31-unit GRP consists of two components, the Reading and Literacy Added Authorization (RLAA) and the Master of Science in Reading and Literacy (MSRL). Both the RLAA and the MSRL can be completed in one year. Coursework for the RLAA serves as core coursework for the MSRL; however, candidates may complete only the RLAA and are not required to complete the MSRL degree.

Candidates for the RLAA complete six courses (14 semester units) beginning in the summer or spring; upon successful completion of this coursework and three or more years of classroom teaching, candidates are recommended for the state-issued RLAA.

With the successful completion of three more graduate courses (seven semester units and which includes a capstone project) and nine semester post-baccalaureate units (which candidates may either bring in from a recent accredited credential program or meet through approved electives), candidates earn the MS in Reading and Literacy (MSRL). The entire program (MSRL and RLAA) can be completed in one calendar year.

Field components are embedded within specific courses and are designed to provide candidates with multiple opportunities to apply the knowledge and skills acquired in their coursework. Classes are offered in an online format, with synchronous meetings one-two times per week, depending on the course and term.

Sequence of Coursework and Field Experiences

The sequence of coursework for the RLAA involves 14 units, as follows:

Summer Entry

TED 660 <i>Summer</i>	<i>Reading & Language Arts: The Literacy Continuum (3)</i>	TED 663 <i>Fall</i>	<i>Reading & Language Arts: Literacy Assessment (3)</i>
TED 661 <i>Summer</i>	<i>Reading & Language Arts: Reading and Writing to Comprehend Text (2)</i>	TED 664 <i>Spring</i>	<i>Reading & Language Arts: Literacy Intervention (3)</i>
TED 662 <i>Fall</i>	<i>Reading & Language Arts: Culture of Literacy: Focus on Diversity (2)</i>	TED 695 <i>Spring</i>	<i>Reading & Language Arts: Practicum (1)</i>
MSRL MS Degree Only			
TED 687 <i>Summer</i>	<i>Reading & Language Arts: Research & Evaluation (3)</i> (MS degree only)	TED 693 <i>Spring</i>	<i>Reading & Language Arts: Master Degree Project (4)</i> (MS degree only)
TED 688 <i>Fall</i>	<i>Research in Education (1)</i> (MS degree only)		

Spring Entry

TED 660 <i>Spring</i>	<i>Reading & Language Arts: The Literacy Continuum (3)</i>	TED 663 <i>Summer</i>	<i>Reading & Language Arts: Literacy Assessment (3)</i>
TED 661 <i>Summer</i>	<i>Reading & Language Arts: Reading and Writing to Comprehend Text (2)</i>	TED 664 <i>Fall</i>	<i>Reading & Language Arts: Literacy Intervention (3)</i>
TED 662 <i>Spring</i>	<i>Reading & Language Arts: Culture of Literacy: Focus on Diversity (2)</i>	TED 695 <i>Fall</i>	<i>Reading & Language Arts: Practicum (1)</i>
MSRL MS Degree Only			
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TED 688 <i>Summer</i>	<i>Research in Education (1)</i> (MS degree only)		

Coordination of Coursework with Fieldwork

Program coursework and fieldwork are closely interconnected. Fieldwork activities and assessments are embedded within almost all RLAA and MS courses in a cyclic fashion, such that candidates simultaneously develop and apply course knowledge and skills to their fieldwork and bring new understandings back to their coursework.

Coursework in Critical Areas

Each of the courses in the RLAA addresses one or more critical areas, including promoting a culture of literacy; planning, implementing, and assessing literacy instruction; and assessment and intervention. For example, TED 662: RLA: Culture of Literacy: Focus on Diversity requires students to plan, implement, assess, and reflect on a unit of instruction for English Learners designated as less than proficient according to recent ELPAC scores. This is also a signature assessment.

The MS courses build on the RLAA. In this three-semester sequence (TED 687, TED 688, & TED 693), candidates engage in activities and signature assessments that require them to understand and evaluate literacy research reports; and design, implement, analyze, and report on their own field-based action research project.

Connection between field experience and coursework

As stated above, all fieldwork applications/assignments are embedded within a relevant course and are intended to complement and extend course learning.

Field supervision

Because candidates in the MSRL are employed full-time K-12 teachers, there are no supervised field placements. Course faculty and the MSRL Coordinator provide feedback and guidance for fieldwork.

3. Assessment of Candidates**How and when are candidates assessed for program competencies?**

Candidates are continually assessed for program competencies via course assignments and signature assessments.

What advice do candidates receive about how they will be assessed in the program?

Candidates receive information about program requirements and assessments during program orientation prior to entry. At multiple points during each course, candidates are provided with detailed guidelines, rubrics, and other resources to assist them in understanding and successfully completing the course/program assessments.

How are candidates informed of the results of those assessments?

For signature assignments, candidates receive a scored rubric with detailed feedback. Candidates receive instructor feedback for all course assignments and, depending on the nature and complexity of these assignments, candidates may receive formative feedback and multiple opportunities to consult with program faculty as candidates work toward successful completion of these requirements.