

Sonoma State University
School of Education

READING AND LANGUAGE GRADUATE HANDBOOK



Revised Summer 2011 to Reflect New Program Standards

Sonoma State University
School of Education

Reading And Language Education Handbook

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A. Reading and Language Programs Overview

The Department of Literacy, Elementary and Early Education offers three graduate programs to support in-depth exploration of language development, literacy learning, and teaching.

Advanced reading and literacy programs include a:

1. Master of Arts in Education with a concentration in Reading and Language
2. Reading and Literacy Added Authorization (RLAA)
3. Reading and Literacy Leadership Specialist Credential (RLLSC)

These programs feature hands-on experiences that are immediately applicable in the classroom. Many of our students earn a state license and a master's degree simultaneously. The Reading and Literacy programs are dedicated to excellence in the preparation of teachers through on-going professional development in current, researched-based curriculum and assessment, bilingual education, reading, writing, and language arts education including critical and new literacies.

Many students earn the added authorization or specialist credential along with a master's degree simultaneously. These programs may be taken individually or candidates may complete the M.A. degree program and the RLAA OR RLLSC at the same time. Programs are designed with both full-time and part-time students in mind. Our programs are based on sound educational practice, current research knowledge, sensitivity to the needs of K-12 education, appreciation for diversity, and respect for all learners. The program is founded on the belief that all readers, writers, speakers and listeners can become better, more successful users and consumers of literacy and language. All graduate literacy programs with an emphasis in reading and literacy are designed with both full-time and part-time students in mind. Some master's level courses may be taken concurrently with advanced credential programs with the approval of the course instructor and the reading adviser.

B. Fieldwork

Because the program holds that relevant, current and researched-based literacy curriculum and assessment must be practiced in the field with students, each course in the RLAA, RLLSC and the MA in Reading require fieldwork. The amount of fieldwork varies in each class. Course instructors and syllabi specify the amount of fieldwork required. Candidates are encouraged to use their teaching contexts or to find classrooms that are open to graduate students observing and teaching literacy curriculum. Candidates' work in classrooms must always be conducted with

the tenets of the best practice for the students and as a learning experience for the graduate candidate. The instructional approaches and methods must be consistent with a balanced, comprehensive program of reading and literacy instruction. Classroom students' grades should not be tied to the candidates' teaching success.

For both the RLAA and RLLSC an observed practicum is required. The program ensures that candidates work at field sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Clinical fieldwork is conducted in the *Summer Reading and Writing Academy*. The Academy includes on-going guidance, assistance, and feedback by the professor and Academy Director and the Reading and Literacy Leadership Specialist Credential candidates to ensure that candidates demonstrate the knowledge and skills of an expert Reading and Literacy teacher.

In the Summer Reading and Literacy Academy, candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the literacy skills of a group of public school learners so that it better supports literacy learning.

Description of the Summer Reading and Writing Academy- EDRL 527A& EDRL 527B

- To enhance reading and writing for public school students from ages 7 through 15 in an authentic, student-centered program that is beneficial to both students & the graduate candidates
- To provide an opportunity for reading specialist candidates to lead all aspects of professional development for reading certificate candidates
- To provide an opportunity for reading specialists and reading certificate candidates to co-organize and co-implement the Summer Academy in conjunction with university faculty

EDRL 527B: Advanced Clinical Field Experience in Reading and Language Arts

The Summer Academy provides a supervised practicum for candidates seeking the Reading and Language Arts Specialist Credential. In a Reading and Writing Workshop format, Specialist candidates supervise reading certificate candidates as they work with K-12 students. In turn, university and clinical faculty supervise Specialist candidates. In collaboration with university and all clinical faculty, Specialist candidates assume leadership roles, overseeing all assessment and instructional practices of Certificate candidates while directing all clinic activities. Specialist candidates play a major role in designing the academy experience including instructing certificate candidates on the uses and purposes of various literacy assessments, organizing and conducting clinical conferences and in the preparation of written reports. They also work with Academy students providing demonstration of appropriate assessment and intervention strategies and to extend their experience with readers and writers of varying ages and

abilities. Opportunities will be available for Specialist candidates to work with beginning readers, struggling readers at differing levels, English language learners and successful readers and writers.

EDRL 527A: Clinical Field Experience in Reading and Language Arts

The Summer Academy provides a supervised practicum for candidates seeking the Reading Certificate. In a Reading and Writing Workshop format, Certificate candidates work with K-12 students under the supervision of clinical faculty and reading Specialist candidates. Certificate candidates work with students according to the candidate's prior program coursework and professional background, in order to assure diversity of experience with readers and writers of varying ages and abilities. Certificate candidates conduct formal and informal assessments and plan instruction and intervention for students in the clinic. Based on assessment findings, candidates collaborate in the delivery of appropriate instruction that utilizes the learner's strengths in order to address their needs. Candidates participate in clinical conferences and write reports in which they summarize and critique assessment findings and the success of the instruction. Opportunities will be available for candidates to work with beginning readers, struggling readers at differing levels, English language learners and successful readers and writers.

In order to be prepared for the Academy Experience, RLLSC candidates will

- Read about reading and writing workshop formats of instruction.
- Develop instructional plans for reading and writing workshop.
- Develop and demonstrate literacy assessment
- Develop and demonstrate ways the assessment data leads to informed instruction
- Organize/Lead student/parent conferences
- Organize/Lead/Mentor student assessment and kidwatching sessions
- Develop a plan for reporting information and insights to students, parents and school
- Develop means for reflecting and constructing knowledge

In order to be prepared for the Academy Experience, RLAA candidates will

- Learn about reading and writing workshop formats.
- Develop instructional plans for their assigned student groups.
- Conduct literacy assessment
- Develop informed instruction
- Participate in student/parent conferences
- Collaborate and conduct student assessment sessions
- Report information and insights to students, parents and school
- Collaborate with Certificate s and Specialist Candidate

Location

The Academy will be held in the Roseland District. We are grateful to the District for their support. We will have students from other areas, schools and districts attend as well. The Academy is offered in a public school setting with a high cultural and linguistic diversity in order to better prepare advanced literacy teachers, leaders, and teacher supervisors.

Academy Schedule -- Three-week period in July--Monday through Friday

Graduate Students' Schedule: Attendance from 8:30 AM to 3 PM daily during Academy
Student Participant Schedule: Attendance from 9:00 AM to 12 PM daily during Academy

	Specialist Candidates	Certificate Candidates	Academy Students
Week One	10:30 – 3:00	10:30 – 2:00	Orientation
Week Two	8:00 – 3:30	8:30 – 3:00	9:00 to 12:00
Week Three	Same	Same	Same except for August 1, 2003 from 1 – 3 PM

Delineated Academy Schedule

Week One

The first week comprises a planning and assessment intensive for Certificate Candidates that is led by the Director and the Specialist Candidates. Students are scheduled for individual 'getting to know you' one-hour sessions in afternoons starting on Wednesday, July 17.

Academy students design name badge and label their personal water bottle, portable cubby, fill out family history and health information forms.

Weeks Two and Three

- 9:00 – 9:10 Check-in and daily attendance

- 9:10 – 9:30 Academy students meet with teaching teams of Certificate Candidates and Specialist Candidates from for day's literacy strategy mini-lesson. Students record strategies in their journals

- 9:30 10:15 Reading Workshop Time includes reading, candidates' kidwatching, one-on-one and small group work, closure with a written conversation about the reading

- 10:15 to 10:30 Recess and Snack

- 10:30 to 11:30 Writing Workshop Time includes writing personal choice selection, Candidates kidwatching, one-on-one and small group work, closure with publication time such as author's chair
- 11:30 to 12:00 Special presentations by readers and writers who are local and state guest speakers, storytellers, guest authors, etc.

C. Why Should I Earn a Masters in Reading, a Reading and Literacy AA or Specialist?

Graduates of the specialist program, as well as the other two program options described previously, have assumed a variety of positions in both education and business. They are often available to speak with prospective students regarding the roles and responsibilities they are able to assume as a result of their preparation in the Reading and Language graduate programs in the teaching of reading, writing, English Language Learners and technology-based literacies. Some of the positions include:

- Informed classroom teacher in all subjects
- District reading coordinator
- Early intervention reading program coordinator
- Community college reading teacher
- Reading resource teacher
- Reading specialist
- Reading consultant
- University adjunct
- Private tutor
- District reading coordinator
- County reading/language arts coordinator
- Education director for business company
- Textbook editor and reviewer
- Author of articles for professional journals

Why Study Literacy Development at SSU

Coursework addresses persistent problems and contemporary issues in literacy learning and teaching as well as professional inquiries posed by our students. Candidates will:

- Develop high-level skills in teaching beginning, struggling and proficient readers of all ages
- Learn theoretically sound research-based best practice for teaching all students
- Become a better prepared teacher, able to meet the demands of dynamic and challenging classrooms
- Learn effective ways to work with colleagues and parents to design and carry out successful programs
- Become a district, county or school leader in learner-centered, standards-based language arts curriculum
- Learn supervision and staff development skills
- Better understand the pedagogical and political issues in literacy

D. Programs Requirements

The School of Education offers three graduate programs in Reading and Language – a M.A. Degree and two programs leading to state licensure:

1. Master of Arts in Education with a concentration in Reading and Language
2. Reading and Literacy Added Authorization (RLAA)
3. Reading and Literacy Leadership Specialist Credential (RLLSC)

All courses in the two state-approved licensure programs may be applied to the MA degree.

1. The Masters of Arts in Education with a concentration in Reading and Language

The reading and language concentration is designed to prepare teachers Pre K-Community College and/or professionals for specialized teaching of reading, language arts, curriculum and instructional leadership in the field of language and literacy. The program has an emphasis in bilingual learning and teaching theoretically sound literacy to all learners. Required course work focuses on the nature of literacy development and the improvement of classroom curriculum, and methods that emphasize the relationship of reading to other literacy and concept learning. A masters in Reading and Language is valuable to all content area teachers, as well as, Pre-K to Community College levels.

Program Coursework (30-36 units)

Reading/Language Core Courses (9 units)

EDRL 507 Research in Language and Literacy (3 units)

EDRL 521A Language Development in First and Second Languages (3 units)

EDRL 522 Assessment and Teaching in Reading and Language Arts (3 units)

Education Core Courses (9-12 units)

EDUC 570 The Reflective Educator (3 units)

EDUC 571 Research Paradigms in Education (3 units)

Supporting Course Work (9 Units)

The M.A. in reading/language education allows you to take 9 elective units (three courses, typically) in the reading/language program or in other approved areas, such as bilingual education, curriculum, ESL, and early childhood education. Students who wish to pursue a Reading Certificate, Reading and Language Arts Specialist Credential, and an M.A. degree in reading and language education may complete the programs concurrently.

2. The Reading and Literacy Added Authorization (RLAA)

The RLAA prepares individuals to take a leadership role at the school site and emphasizes work

with students who experience difficulties with reading. RLAA teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The Added Authorization is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the RLAA are encouraged to continue to earn the Reading and Literacy Leadership Specialist Credential.

Program Prerequisite

A basic teaching credential is required for admission. If you wish to receive a Master in Education with a reading emphasis in order to teach at the Community College level or in business, a teaching certificate is recommended but not required.

RLAA Prerequisite

Three years of teaching experience is required for awarding of the RLAA, however it is not necessary to have three years of experience when entering the program.

Program Coursework

Block One: Developing a Personal Model of Literacy

Spring

Students take part in an integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English-only and English language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A Language Development in First and Second Languages (3 units)

EDRL 522 Assessment and Teaching in Reading and Language Arts 3(3 units)

Summer Field Experience and Clinical Practice (see Fieldwork Section B)

EDRL 527A The Summer Reading and Writing Academy--Clinical Field Experience in Reading and Language Arts (3 units)

Public school students attend a SSU Summer Reading and Writing Academy in the Roseland School District. The course experience for graduate students, who serve as teachers in the Academy, is focused on practicing and improving reading and writing instruction. The program reviews standards-based instruction that is guided by student assessment. The Summer Academy is the major clinical field experience for candidates seeking an RLAA. In collaboration with and under the supervision of clinical faculty, University faculty candidates:

- Deepen knowledge of reading and language arts assessment
- Deepen their knowledge of best-practice reading, writing and language arts instruction
- Learn to use, improve, and make the most of literacy assessment
- Learn to use, improve, and make the most of literacy approaches and strategies

- Look closely at Response to Intervention (RTI) intervention and the instructional strategies that are effective in improving and enhancing public school students' literacy.

Block Two: Developing a Professional Model of Literacy

The second year of the Reading graduate program is viewed as the time candidates deepen their professional knowledge in literacy with a conscientious focus on researched-based literacy approaches, assessment and the foundational and current research in the field.

Fall

Investigation of research/theories/beliefs/practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

EDCT 552 Educational Technology Praxis (3 units)

EDRL 524 Literature and Literacy (3 units)

3. The Reading and Literacy Leadership Specialist Credential

The Reading and Language Arts Leadership Specialist Credential is the second tier of a two-level state license in the area of reading and language arts. This program prepares individuals to work with students in various settings and to perform multiple roles at the district or school level, including assisting and supporting classroom teachers in appropriate assessment and instruction of reading and writing for all students across all grade levels.

The RLLSpecialist may also

- Provide direct services to students to help them attain independence in reading and writing
- Do demonstration teaching and curriculum planning for groups and individuals
- Organize and manage language arts programs
- Assess teaching strategies to assist teachers in creating a literacy learning environment
- Provide leadership in materials, textbook, and program selection
- Plan and conduct in-service professional development activities for teachers, administrators, school board members, parents and members of the community

NOTE: Students who wish to pursue an MA degree AND a Reading and Literacy Added Authorization and/or a Reading and Literacy Leadership Specialist Credential may complete programs concurrently.

Program Prerequisite

All Reading and Literacy Added Authorization courses (15 units) including Added Authorization prerequisites

Specialist Credential Prerequisite

Applicants for the Reading and Literacy Leadership Specialist Credential must provide verification of a minimum of three years of teaching experience. You may enter this licensure program with less experience, but you must have completed three years by the time you submit your application to the state.

RLLSC Program Coursework – 15 Units

Block 3 --Developing Research-Based Literacy Theory

Spring

Continued investigation of literacy research, theories, beliefs and practices aimed at developing thorough understanding and a reflective stance for each theme are the foci of each RLLSC course. Candidates examine and critique research-based curricular practices and assessment approaches in professional literature and field settings.

- 523 Curriculum Development for Literacy (3)
- 529 Evaluation in Reading & Language Arts Programs (3)

Summer

Specialist Credential candidates supervise RLAA candidates in assessment and intervention strategies with public school students of diverse reading abilities and backgrounds. Specialist candidates also demonstrate effective teaching of struggling readers, conduct clinical conferences, review clinical reports, and monitor overall clinical experiences under supervision of university faculty.

- 527B Advanced Clinical Field Experience (3)

Block 4-- Developing Professional Literacy Models

Fall

Advanced and intensive investigation of literacy research, theories, beliefs and practices. All coursework and field experiences are aimed at articulating a professional knowledge base for each theme. Candidates critique research into reading and writing for diverse student populations, conduct their own literacy studies and focused field experiences to hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education.

- 507 Research in Language and Literacy (3)
- 525 Leadership & Policy in Literacy Programs (3)

E. Program Advising

Candidates are advised throughout the program to ensure that the course sequence is appropriate for meeting individual student needs. Program Planners help guide candidates to the specific coursework requirements for each credential pathway. Candidates participate in periodic advising sessions throughout the reading and language graduate programs.

Advising meetings are scheduled when the candidate is admitted to the program, through the program, and when the candidate is completing the program and their Advancement to Candidacy and Thesis/Cognate Presentation. It is the candidate's responsibility to seek help or advice if confused about program requirements or scheduling of courses.

- Orientation / Advising Meeting: When candidates receive their acceptance letter, they are notified of the date for the new student orientation and advising meeting. All candidates must attend this mandatory session. At this meeting there will be vital information about proceeding through the program.
- Advising Sessions: Each semester, a group advising session is scheduled for candidates in all program paths. Information regarding courses and scheduling will be addressed, as well as opportunities for students to discuss their experiences in the program. Advising sessions will be advertised through postings on bulletin boards, announcements during courses, and via email messages to candidates' SSU email addresses.
- Individual Advising: If a candidate has program and/or advising questions that are not answered during the regular advising sessions, he/she should the Graduate Reading Advisor for an appointment.

F. Course Descriptions

EDRL 507--Research in Language and Literacy

Critical analysis, evaluation, exploration, and generation of literacy research. Students are immersed in the research traditions of reading, writing, language, and literacy, and read from classic and cutting-edge studies along with current literacy research, theory and opinion. Students examine and construct connections among theory, research, and practice and inquire into relationships among language, literacy, social context, and culture.

EDRL 521A--Language Development in First and Second Languages

Research and theory in oral and written language development in home and subsequent languages, and the relationship between literacy learning and teaching. Special attention is given to factors that promote concept development and confident effective language use. Attention to the structure of the English language, including phonology, orthography, morphology, syntax

and semantics. Contributions from many fields, (e.g., psycholinguistics, sociolinguistics, anthropology, and developmental psychology) provide perspectives for analysis of language acquisition and learning, evaluation of current educational practice, and planning for effective classroom experiences. Transfer strategies from primary language reading skills into English language reading skills are presented based on the tenets of effective language acquisition.

EDCT 552 Educational Technology Praxis (3)

Educational Technology Praxis requires students to take a reflexive stance towards the initiation and integration of technological skills and knowledge in authentic instructional contexts and settings. The practical application of technology will be grounded within current perspectives and trends of new media technologies and take into account educational frameworks of learning, design, and pedagogical practice. *Note: This course is currently being redesigned to meet new standards and will be offered in conjunction with the Educational Technology program. The course will retain many of the current features, but add educational technology and new literacy categories of content.*

Research, theory, and practice focused on written language development in home and subsequent languages. Students read, discuss and critique theory and research into processes of reading and writing, including the theoretical foundation of assessment approaches for documenting reading and language arts progress and the relationship between literacy learning and teaching. Topics include sociolinguistic and psycholinguistic factors in reading and writing development, assessment-based reading and writing instruction for English language learners and struggling readers, emergent literacy at all ages, comprehension and study strategies, instructional planning, and evaluation and intervention approaches. Students develop a comprehensive set of strategies for promoting fluent reading, confident writing, and purposeful conversation for diverse student populations.

EDRL 522--Assessment and Teaching in Reading and Language Arts

Principles and procedures for literacy and content assessment and teaching in classrooms with English language learners, as well as for design and selection of materials, methods and contexts for literacy and content learning for all students. Students develop assessment and instructional plans for an English language learner (their 521A case study student) and for small and whole groups of students with a range of reading abilities. Topics include differentiated approaches and methods specifically designed for a variety of purposes and groups, use of literature and informational texts, and instruction/intervention resources for sheltered English and SDAIE.

EDRL 523 Curriculum Development in Language and Literacy

Critical analysis and development of learning-centered language and literacy curriculum. Students conduct in-depth analysis of current research and theory in curriculum and teaching and of California State Department of Education curriculum documents. Field participation and observation and individual inquiry projects provide opportunities for evaluation of curricular engagements. Students evaluate and select print and electronic materials for instruction and intervention programs.

EDRL 524 Literature and Literacy

Literature as a way of knowing, the role of literature in the curriculum, and strategies for teaching literature, about literature, and with literature. Topics include selection and censorship of classroom materials, flexible grouping, fluency, reader response, text structure, story grammar, multicultural literature, online resources, and high interest, comprehensible selections for beginning, struggling, ELL, and successful readers. Students explore issues related to using high quality literature, both narrative and expository, in reading and language arts programs as they complete field work assignments.

EDRL 525 Leadership and Policy in Literacy Programs

Principles of designing, organizing, coordinating and evaluating P-12 reading and language programs. Investigations into decision-making and policies for teaching reading and writing, including current influences on program development such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Students develop their professional expertise in leadership, supervision, evaluation, staff development, advocacy, mediation, negotiation, and conflict resolution.

EDRL 527A Clinical Field Experience in Reading and Language Arts (Summer Academy)

Supervised practicum for Certificate candidates. In a Reading and Writing Workshop format, candidates work with K-12 students under the supervision of and in collaboration with clinical faculty and Reading and Language Arts Specialist Credential candidates. Certificate candidates are assigned to students based on candidates' prior program coursework and professional background, in order to assure diversity of experience with readers and writers of varying ages and abilities. Certificate candidates conduct formal and informal assessments and plan instruction and intervention for students in the clinic. Based on assessment findings candidates collaborate in the delivery of appropriate instruction and interventions that utilize learners' strengths in order to address their needs. Candidates participate in clinical conferences and write reports in which they summarize and critique assessment findings and the success of the instruction. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 527B Advanced Clinical Field Experience in Reading and Language (Summer Academy)

Supervised practicum for Reading and Language Arts Specialist Credential candidates. In a Reading and Writing Workshop format, Credential candidates supervise Certificate candidates as they work with K-12 students. In turn, Credential candidates are supervised by university and clinical faculty. In collaboration with clinical faculty and other Credential candidates, they assume leadership roles, overseeing all assessment and instructional practices of Certificate candidates and directing all clinic activities. Specialist Credential candidates play a major role in clinical conferences and in the preparation of clinical reports. They also work directly with students in the clinic, providing demonstration of appropriate assessment and intervention strategies and to extend their experience with readers and writers of varying ages and abilities. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 529 Evaluation in Reading and Language Arts Programs

Philosophy, purposes, and procedures for evaluation of reading, writing, and oral language. Students examine a variety of evaluation tools and procedures (formal and informal, group and individual) with respect to how teachers can use these instruments and procedures to inform literacy instruction and intervention for diverse populations. Selected procedures are used with struggling readers to identify their reading and writing strengths and needs. Topics include the role of the literacy environment in evaluation results, methods of reporting progress to students, parents, and administrators, and the role of standardized testing in schools. Students develop criteria for reading and language arts program evaluation, maintenance, and enhancement.

G. Admission to the a Reading and Language Graduate Program

Application Procedures

You must apply separately to the University and to the School of Education.

University applications are available from the SSU Office of Admission and Records and on the SSU website at www.sonoma.edu/education/degree.html. Acceptance into a graduate program in Education is dependent on acceptance to the University.

Program applications are available from the School of Education by calling 707-664-3115. You may apply on the same form to one program or a combination of the three programs listed above.

Please submit the following materials to the Credentials Office in the School of Education:

1. A completed program application form.
2. *Official* transcripts from each college or university you have attended.

For the MA, submit one set of transcripts.

For the RLAA the RLLSC, submit two sets.

[Grade-point average requirements: cumulative upper division/graduate 3.0; Education 3.0]

3. A copy of your valid California teaching credential.
4. Two recent letters of reference that address your qualifications as a professional educator and the likelihood of your success in advanced academic coursework.
5. A completed Fieldwork Background sheet documenting the range of your experiences in teaching reading. (See attached.)
6. A Professional Goals Statement that includes a reflection on your teaching experiences and your vision of how graduate study will contribute to your professional goals. Your response will be evaluated on the organization and clarity of your ideas and the appropriate use of written English language conventions. (See attached.)

NOTE: At the time of completion of the RLAA and RLLSC (but not the M.A.), you must provide verification of a minimum of three years of teaching experience. You may enter these licensure programs with less experience, but you must have completed three years by the time you submit your application to the state.

To contact the Reading and Language M.A. Advisor, call 707-664-3238

Masters in Reading & Language Arts

Program Advising Sheet

Name _____	Date _____
Phone _____	Reading Certificate _____
Basic Credential _____	Rdg/LA Credential _____

Education Core (6 units)

<i>Semester/Year</i>	<i>Course Number/Name</i>	<i>Units</i>
_____	EDUC 570	3
_____	EDUC 571	3

Reading/Language Arts Core (9 units)

_____	EDRL 507	3
_____	EDRL 521A	3
_____	EDRL 522	3

Electives (9 units)

<i>Semester/Year</i>	<i>Course Number/Name</i>	<i>Units</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____	ADVANCEMENT TO CANDIDACY MEETING	FACULTY COMMITTEE

MA CULMINATING PATHS (variable units)

Thesis Courses (6 units)

<i>Semester/Year</i>	<i>Course Number/Name</i>	<i>Units</i>
_____	EDUC 598	3
_____	EDUC 599	3

Individualized Exam Courses (9 units)

_____	_____	_____
_____	_____	_____
_____	EDUC 573	3

Cognate Courses (12 units)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	EDUC 572	3

Graduate Reading Course Sequence by Semester Offered

Fall	Spring	Summer	
EDRL 507 EDCT 552 EDRL 524 EDRL 525	*521A&522 EDRL 523 EDRL 529	* 521A and 522 are the foundational reading graduate block and must be taken at the same time.	**EDRL 527A **EDRL 527B **527A & B cannot be taken in the same semester. This year 527A & B will be taken in the summer and registered/enrolled for in FALL 2010

Reading master's web page

<http://www.sonoma.edu/lsee/reading/index.html>

Graduate Handbook for Education Masters

Click on → View Graduate Handbook

<http://www.sonoma.edu/education/masters.htm>

Date of Program Entry _____ Date Filed _____

Graduate Reading Program Planner

Name	Address	Phone	Email

Program	
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Courses in Sequence					
1 st Semester	2 nd Semester	3 rd Semester	4 th Semester	5 th Semester	6 th Semester

Reading Certificate Possible Order: 521A+522 [spr], 527A [summer], 552 + 524 [fall]

Reading Specialist Possible Order: Above and 507+ 525 [fall], 523 + 529 [spr], 527B [sum]

Reading Masters Possible Order: 521A+522 [spr], 507 + 570 [fall], [2 electives] + elective + 571, 598



Name _____ Date of Program Entry _____

Address _____ Phone _____

Email _____ Phone _____

Graduate Reading Program Possible Paths Advising

Fall Entry	Masters in Reading With summer classes	F____	Spr____	Sum____	F____	Spr____	Summer	Fall	Spr____
		EDRL524 EDUC570	EDRL521A&522	*Elective: EDRL527A EDUC571	EDRL507 *Elective: EDRL525	*Elective: EDRL523 or EDRL529 EDUC598	Complete Thesis in spring or following fall. This is up to you—but plan on sooner rather than later!		
	Masters in Reading NO summer classes	F____	Spr____	Sum____	F____	Spr____	Summer	Fall	Spr____
		EDRL524 EDUC570	EDRL521A&522	X	EDRL507 EDUC571	*Electives: EDRL523 EDRL529	X	EDUC571 *Elective EDRL525	EDUC598 Complete Thesis

Spring Entry	Masters in Reading With summer classes		Spr____	Sum____	F____	Spr____	Sum____	Fall____	Spr____	
			EDRL521A&522	*Elective: EDRL527A EDUC570	EDRL507 *Elective: EDCT552 EDRL524 EDRL525	EDUC571 *Elective: EDRL523 or EDRL529	EDUC598	Complete Thesis in spring or following fall. This is up to you—but plan on sooner rather than later!		
	Spring Entry Masters in Reading NO summer classes		Spr____	Sum____	F____	Spr____	Sum____	Fall____	Spr____	Fall____
			EDRL521A&522	X	EDRL507 EDUC570	EDUC571 *Elective: EDRL523 or EDRL529	X	*Elective: EDCT552 EDRL524 EDRL525	EDUC598 + *Elective & Complete Thesis	Or Complete Thesis

Note: Completion of Reading Certificate or Reading Specialist Program requires summer session coursework.

*Electives are determined by graduate student and program advisor. Other electives are possible. Those listed are suggestions.

Fall Entry		F____	Spr____	Sum____	F____	Spr____	Summer	Fall	Spr____
	MA + Reading Cert.	EDRL524 EDUC570	EDRL521A&522	EDRL527A EDUC571	EDRL507 EDCT552	EDUC 598 *Elective: EDRL 523 EDRL529	Complete Thesis in spring or following fall. This is up to you—but plan on sooner rather than later!		

Spring Entry			Spr____	Sum____	F____	Spr____	Sum____	Fall____	Spr____
	MA + Reading Cert. Note: Spring entry makes working toward a cognate logical		EDRL521A&522	EDUC 570 EDRL527A	EDCT552 EDRL524	*Electives: EDRL 523 or EDRL529	EDUC571 *Elective of choice	EDRL 507 EDUC 572 Complete Cognate	Complete Cognate in spring or following fall.

Fall Entry		F____	Spr____	Sum____	F____	Spr____	Summer	Fall	Spr____
	MA + Reading Specialist	EDRL524 EDUC570	EDRL521A&522	EDRL527A EDUC571	EDRL507 EDCT552	EDRL 523 EDRL529	EDRL527B EDUC572	EDRL507 EDRL525	Cognate?
	Possible REVISION w/ a Fall 527A				Add EDRL527A EDUC571				

Spr Entry			Spr____	Sum____	F____	Spr____	Sum____	Fall____	Spr____
	MA + Reading Specialist		EDRL521A&522	EDUC570 EDRL527A	EDCT552 EDRL524	EDRL523 EDRL529	EDRL527B EDUC571	EDRL507 EDRL525	EDUC572 Cognate
					Add EDUC570 EDRL527A				

Your Possible Path	F____	Spr____	Sum____	F____	Spr____	Sum____	Fall____	Spr____

*Electives are determined by graduate student and program advisor. Other electives are possible. Those listed are suggestions.

Program Start Date:

Graduate Reading Student Information Form

Name:			
Email:			
Best Phone #			
Teaching Information:			
Advising Dates:			
Other Info:			
Questions:			

Graduate Reading Program Advising Sheet

Program Path	Reading Masters	Reading Certificate	Reading Specialist
<p>Required Courses by Program</p> <p>If you wish to combine The Reading MA with the Reading Cert. and/or the Specialist, take all the Courses in the shaded column plan.</p> <p>NOTE: The MA + Specialist totals 3 additional units.</p>	Completed	Completed	Completed
	EDRL 521A	EDRL 521A	EDRL 507
	EDRL 522	EDRL 522	EDRL 525
	EDRL 507	EDRL 521B	EDRL 523
	EDUC 570	EDRL 524	EDRL 529
	EDUC 571	EDRL 527A	EDRL 527B
	Electives (9 units) 3 courses		

Circle One		Degree Path	
1	Thesis	EDUC 598	
		EDUC 599	
2	Cognate 9 units of electives	Additional 12 units May include Reading Specialist	
		EDUC 572	Last semester
3	Ind. EXAM	9 units	

Date Advised:		Advisor Signature	
Fall	Spring	Summer	} READING GRADUATE Courses are always offered during these semesters:
EDRL 507	*521A&522	EDRL 527A	
EDRL 521B	EDRL 523	EDRL 527B	
EDRL 524	EDRL 529		
EDRL 525			
<p>The graduate CORE classes EDUC 570, 571, 572, 573, 598 and 599 are offered Fall, Spring, & Sum</p>			

Notes:

Visit the Graduate Reading at <http://www.sonoma.edu/lsee/reading/>
 Download your graduate handbook at <http://www.sonoma.edu/education/Masters.htm>