The knowledge base for the reading/language arts graduate programs reflects a comprehensive, balanced approach to literacy development, and a developmental perspective on literacy acquisition and growth from emergent through adolescent and adult literacy. It includes knowledge about reading and writing across content areas; the role of writing in learning; the role of literature in the classroom; student motivation and engagement through reading, writing, and discussion; and direct instruction in specific skills and strategies. Graduates receiving the Reading Certificate, Reading Specialist Credential, or Master’s degree in reading are expected to reflect the current knowledge base in their own work and attitudes toward learners. Students regularly reflect on their professional advancement toward clearly defined competencies/exit behaviors throughout a series of courses, clinical work, and field experiences distributed across four strands: 1) curriculum/instruction; 2) assessment; 3) research; and 4) leadership.

The MA in Reading Education program is the only program that allows students to simultaneously earn an MA degree as well as the Reading Certificate or Reading Specialist Credential. San Diego State University’s graduate Reading Program was first reviewed by the California Commission on Teacher Credentialing in August 2000 and was approved as meeting the most current California Standards for the Reading and Language Arts Specialist Credential as well as the new state Reading Certificate. The program was revalidated and NCATE/CCTC approved in fall 2009, and began the transition to the revised CCTC Standards as of fall 2011.

There are four options in the MA in Reading Education graduate program. The option(s) you pursue depends upon your educational and professional background, as well as your future career plans.

**Reading Certificate (Reading and Literacy Added Authorization).** The Reading Certificate (13 units) provides outstanding expertise in literacy instruction and prepares students to assume school-level responsibilities in literacy leadership. The California Commission on Teacher Credentialing requires documentation of three years of teaching experience and a clear California teaching credential after coursework completion in order to be eligible to receive the Certificate. This teaching experience may be accrued prior to, during, or after enrollment in graduate studies.

Students may apply to EITHER the distance education or traditional, face-to-face Reading Certificate program. The distance education program is designed to be completed in two summers (two courses per summer), and requires attendance at regularly scheduled online, live class sessions. Students must be able to submit assignments and video of intervention instruction electronically when completing the distance education Reading Certificate program. The traditional Reading Certificate program requires completion of one or two courses in each of a minimum of three academic year semesters.

**TE 530, Children’s and Adolescents’ Literature**

**TE 635 (3 units) Introduction to Assessment of Reading/Language Arts**
Graduate Program Advisor: Dr. Marva Cappello, cappello@mail.sdsu.edu

TE 637 (4 units) Instructional Strategies for Reading/Language
TE 639 (3 units) Literacy and Language

Reading Specialist Credential (Reading and Literacy Leadership Specialist Credential) and Master of Arts in Reading Education. Individuals may pursue the Reading Specialist Credential alone (25 units), the Master's in Reading Education (31 units), or a combined program preparing the candidate to receive both the Reading Specialist Credential and the Master's degree (31 units). Students who do not already hold a Master's degree, whose career plans may take them out of California, or who desire to pursue Ph.D. study at some future date often elect the combined program.

The state also requires documentation of three years of teaching experience as well as a clear California teaching credential in order to be eligible to receive the Reading Specialist Credential from the California Commission on Teacher Credentialing. Teaching experience may be accrued prior to, during, or after enrollment in graduate studies. International teaching experience outside of the United States cannot be used to satisfy the requirement for three years of teaching experience.

If you have taught in another setting, but do not hold a valid California teaching credential, you may pursue the Master’s Degree in Reading Education. Completion of the degree will enable you to work in a number of literacy-related settings, including community colleges and centers for adult learning, or to continue further advanced academic study. It is strongly recommended that you consult with the program advisor regarding completion of education-related courses (such as a methods course in the teaching of reading) prior to enrollment for the Master’s degree if you do not have teaching experience.

Each of the courses for the Reading Certificate, Reading Specialist Credential, and Master's degree is briefly described below. Please note: Although there is some flexibility in the order in which courses can be taken, many of these courses are intended to be taken in sequence. You will meet with the program advisor, Dr. Sharan Gibson, to develop your own program of study (POS) as you begin the program. Courses are offered as often as is possible based on students’ current needs, but every course is generally not offered every semester. Please keep your POS at hand so that you can refer to it as you register for courses each semester. You should also consult with the program advisor for all alterations in your POS throughout your program.

Reading Specialist Credential
TE 635 (3 units) Introduction to Assessment of Reading/Language Arts
TE 637 (4 units) Instructional Strategies for Reading/Language
TE 639 (3 units) Literacy and Language
TE 530 (3 units) Children’s/Adolescents’ Literature
TE 631 (3 units) Seminar in Language Arts
TE 633 (3 units) Leadership in Literacy Education
TE 640 (3 units) Planning for Teaching and Assessment in Writing
ED 690 (3 units) Methods of Inquiry
MA in Reading and Language Arts
**All of the above courses, plus the following courses;
ED 795 A
ED 795 B

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TE 530 (3 units) Children's/Adolescents' Literature
Survey of children's/adolescents' literature and its incorporation into the classroom curriculum.

TE 631 (3 units) Seminar in Language Arts
Advanced study of problems in teaching language arts. The study of scientific research and application to the field.

TE 633 (3 unit) Leadership in Literacy Education
(Prerequisite: TE 637) Working with adult learners in professional development and exploring the roles of the Reading Specialist. Planning, presenting, and evaluating professional development activities in literacy education for teachers at the K-12 and/or community college level.

TE 635 (3 units) Introduction to Assessment of Reading/Language Arts
(Prerequisite: Valid teaching credential; consent of instructor; and a course in methods and materials for teaching reading). Introduction to formal and informal assessment of students' strengths and weaknesses in literacy development. Involves literacy assessment of actual student clients and reporting results to parents.

TE 637 (4 units) Instructional Strategies for Reading/Language
(Prerequisites: TE 635) Supervised experience utilizing instructional strategies in individual and small group settings. This course meets twice a week for both seminar and tutoring. Students tutor a client in a supervised, collaborative setting. Course held at the SDSU Literacy Center, 4283 El Cajon Boulevard, Suite 200, San Diego, CA. 92105

TE 639 (3 units) Literacy and Language
(Prerequisite: TE 930 or 933) Theories of literacy and methods for developing literacy in language, reading, and writing. Instructional methods and assessment techniques for children and adults, including English language learners.

OR TE 677 (3 units) Research Based Pedagogy for Diverse Learners
Research based pedagogy for diverse learners. Examination of instructional strategies across disciplines and grade levels.

TE 640 (3 units) Planning for Teaching and Assessment in Writing
(Prerequisite: Teaching experience) Comprehensive writing instruction in the context of the interactive language arts. Development of plans for curriculum and instruction in diverse classrooms. Examination of multiple assessments and how they inform instruction in K-12 classrooms.
ED 690 (3 units) Methods of Inquiry.
Procedures for gathering, analyzing, and synthesizing information, reviewing the literature; and designing studies.

ED 795A (3 units) Research Seminar
(Prerequisites: Education 690 and advancement to candidacy for the Master of Arts degree in education.) Planning and writing about an action research study undertaken in your own setting. Master’s project course. Completion of TE 634 strongly recommended prior to ED 795 A. Cannot be taken simultaneously with ED 795 B.

ED 795B (3 units) Research Seminar
(Prerequisites: Education 690 and advancement to candidacy for the Master of Arts degree in education; ED 795 A.) Implementing, evaluating, and reporting an action research study undertaken in your own setting.