

**College of Education Graduate &
Professional Studies in Education
Program and Practicum/Field Study
Handbook for Language and Literacy**

Preface

This Handbook has been prepared by the faculty of the graduate program in Language and Literacy in the College of Education at California State University, Sacramento, to provide you information and resources, while you are enrolled in our cohorts. In an effort to assist you with University, College of Education and Graduate and Professional Studies in Education (GPSE) program requirements, policies & procedures, we have designed this Student Handbook to provide basic information you may need. It is planned as an easily accessible source of information. There is no substitute for individual, personal contact and relationship with a faculty advisor.

The Handbook is for Sacramento State's Master of Arts in Language and Literacy, a 30-unit graduate program designed for administrators, classroom teachers, or specialist teachers of language and literacy for pre-kindergarten through adults. You will receive field experience and a venue to research your own literacy, as well as find answers to many of the literacy questions that plague all effective reading teachers. Coursework includes clinical experience with extreme reading difficulties.

College of Education

The College of Education is comprised of three departments – the Department of Undergraduate Studies in Education, the Department of Teaching Credentials, and the Department of Graduate & Professional Studies in Education (GPSE) – and the Doctorate in Educational Leadership (EDD).

The Dean's office is located on the second floor of Eureka Hall (EUR 206). The Language and Literacy MA program is a program in the Department of Graduate & Professional Studies in Education (GPSE). The GPSE office is located on the 4th floor of Eureka Hall (EUR 401).

Dean's Office Personnel

Dr. Alexander Sidorkin, Dean

Graduate & Professional Studies in Education (GPSE) Personnel

Dr. Sarah Jouganatos, Chair

Faculty in the Language and Literacy MA program in alpha order

<u>Faculty in department</u>	<u>Email address</u>	<u>Areas of interest/research in literacy</u>
Dr. Chris Boosalis	chris.boosalis@csus.edu	Professor Extensive expertise in research methods, specifically advanced EDLL250-quantitative methodologies; former Associate Dean
Dr. Mat Espinosa	matespi@yahoo.com	Current Director of Equity, Achievement and Belonging (Berkeley USD); valid credentials for Administrative Services, Multiple Subject, Single Subject (English, Spanish), and bilingual authorization. Teaches EDLL206A, EDLL206B
*Dr. Porfirio Loeza, Coordinator	loeza@csus.edu	Teaches ELD methods and bilingual methods courses for multiple subject program; extensive research record on literacy in international contexts EDLL200, EDLL202, EDLL 205
*Dr. Marcy Merrill, Coordinator	merrills@csus.edu	Writing, academic language; disciplinary literacy, reading diagnosis, diverse children's literature, ERWC. Teachers EDLL201, EDLL203, EDLL 207
Dr. Rochelle Perez	perezr@crc.losrios.edu	Lecturer Librarian (Library Learning resources and student services) at Cosumnes River College, expertise in children's and young adult literature and Digital literacy. Teaches EDLL209

We, the faculty, serve in many capacities: we teach the courses in the program and research within a literacy specialization. We also act as advisors to the students in the program, whereby we may meet with you for academic advising, student dispositions evaluations, skill performance evaluations, and guidance with coursework and thesis/projects.

The Language and Literacy MA Program

Vision of the Language and Literacy department

We believe that strong literacy skills--**reading**, writing, speaking, and listening --are necessities for all people, and that all people can learning literacy skills. Thus, we choose to adopt a structured and explicit approach to teaching literacy skills, while taking into account the developmental continuum on which students learn. Our graduate students recognize how access to services and equity issues play a critical role in reading achievement.

Mission:

The mission of the Master's program of Language and Literacy at CSUS is to support the development of reading specialists and teachers to implement evidence-based practices in school settings, and to prepare and influence responsible, socially just literacy leaders who will transform the world of pre-k-adult . The program has a long history of educating reading specialists, teachers, literacy leaders and scholars who learn to teach students using explicit and systematic instruction across all components of reading. The program aims to serve diverse students with a range of literacy skills. In addition, we are dedicated to the teaching of multiliteracies in this rapidly changing educational environment.

We are dedicated to partnering with all educational stakeholders to advance important and current issues in the field of literacy. As such, we are committed to:

- screening, assessment, and instruction
 - Educating reading specialists and teachers who are adequately prepared to meet the needs of students with heterogeneous profiles including those with specific learning disabilities (e.g., dyslexia and dysgraphia), children who speak languages other than English at school entry, those with social and demographic risk factors, and those with developmental disabilities
 - Engaging in scholarship that investigates research-based practices in reading and writing in authentic classroom settings with diverse subgroups of students
 - Partnering with all educational stakeholders and community partners to ensure equitable access to effective, evidence-based diagnostic services and instruction
- And awareness of and connection to the resources that can support children and families.

Catalogue: <http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-language-and-literacy/>

The Master of Arts in Education in Language and Literacy is designed for the administrator, the classroom teacher, and the specialist teacher of language and literacy for all types of children, youth, and adults. The program includes required courses in the field of language and literacy. Students will do practical work with struggling readers, examine literacy in educational contexts, and read and do research in the field of literacy.

Program Benefits

- Develop research-based skills and knowledge related to the teaching of reading and writing to learners of diverse backgrounds
- Apply knowledge about the role of academic language, motivation, background knowledge, concept information and vocabulary development in reading and writing
- Use initial and ongoing assessment as the basis of reading instruction
- Demonstrate proficiency in understanding literacy-related research
- Understand the context for global literacy discourse as we examine multi-literacies to enhance learning
- Know how to apply literacy strategies to instruction, to assess learning, and to share this knowledge with practitioners

Career Opportunities:

Earning a Master's Degree in Language and Literacy Education will provide you with opportunities to make a greater difference in the field of literacy. As an educator, this degree will provide you with opportunity to read and do scholarly research in the field, and it will help you understand more about students and the practice of teaching literacy. This degree can positively impact your salary, your potential marketability, and may open doors in the field of literacy you may not have expected.

You will leave ready to assume such roles as:

- Literacy coach
- Teacher
- Administrator
- Professional developer
- Instructional designer
- Leadership roles in national, state, county language arts, education, literacy
- Community literacy worker
- Reading diagnostician

Required Coursework for MA program

Fall year 1	Spring year 1	Summer year 1
-200 (Practicum in Decoding & Fluency), -201 (Practicum in Comprehension)	-205 (Psychology & Sociology of Literacy Instruction), -207 (Advance Practicum in Reading Difficulties)	-203 (Teaching & Assessing Writing), -250 (Educational Research) (for MA ONLY)
Fall year 2	Spring year 2	
-202 (Language & Literacy Development in Multicultural Settings), -206 (Leadership in Literacy)	-209 (Literature for the Diverse K-12 Classroom – Models & Strategies)—self paced -503 Culminating Experience (Thesis/ Project) (for MA ONLY) 206B (for CREDENTIAL ONLY)	

Program Requirements:

- [Thesis or Project:](#)
 - MA students will either write a thesis about an area of interest in literacy or opt to do a project pertaining to literacy. Both require research and submission before an MA is granted.
- [Courses:](#)
 - All courses, when face-to-face, will be held on campus from 4:30-7:15 Tuesday and Thursday evenings.
 - When courses are on-line, they will be asynchronous and/or synchronous. Instructors will tell you the mode of instruction and schedule per course.
 - Both courses during the first semester (fall) are face to face

Literacy Clinic

- A key feature of our program is volunteering as we learn at our Literacy Clinic, held on the 4th floor of Eureka Hall in the **Center for Counseling and Diagnostic Services**, in conjunction with them and other college departments to provide community services to members of our region.

Graduate Graduation Writing Assessment Requirement (GWAR)

Candidates for the MA Degree shall be required to demonstrate writing proficiency as demonstrated by earning a grade of B or higher in a Graduate Writing Intensive (GWI) course in your graduate program (EDLL 250). EDLL students are required to meet the GWAR writing requirement through the successful completion of EDLP 250 (grade B or better). While other options to meet the requirement are available, students are still required to take EDLL 250 and successfully complete the course. Check with the [University Office of Graduate Studies](#) for further information.

Checklist of Key points in Language and Literacy program timeline (these are hyperlinked for more information in the handbook)

1. [Application](#) for programs (MA and Credential)-application deadline of March 1
 - a. If you are applying for the MA in Language and Literacy in the College of Education, please see the following link with requirements for this application process.
 - b. To apply for the credential, you must meet with the advisor and review the checksheet to make sure all courses are completed and prerequisites met.
[Prerequisites and requirements](#) to apply for the RLLS credential are listed below.
2. Orientation for program
 - a. Usually held in summer before program begins, orientation is often held online.
 - b. Orientation includes get-to-know the cohort of students, faculty, and their expertise; courses to take and materials needed, and university information.
3. What [is course-load](#) like each semester and workload and times of classes
4. [Advising](#): Meeting with Program Advisors
 - a. Semester meetings about progress within the MA program
 - b. Faculty in courses meet for support and to submit forms to the University (e.g. [Classification](#) and [Advancement to Candidacy](#))
 - c. Program review meetings to discuss course content and effectiveness

- d. [Advising for RLLS credential](#) in Language and Literacy Leadership
- e. [Selecting an advisor](#) for MA thesis or project
- f. [Approval to write thesis or project](#)
- g. [Steps to complete thesis or project](#) (MA only)

Steps in Completing a Thesis or Project

Typically, you will follow these steps. We have provided information regarding each step below.

1. [Select an Advisor](#)
2. Determine whether to do a Thesis or a Project
3. Select a second reader (thesis only)
4. The Reservation/Registration process
5. Develop a proposal
6. As indicated by your Advisor, obtain permission from the Human Subjects Committee to conduct your research
7. Begin and complete your research
8. The written product
9. The approval process
10. Unbound projects

Important activities to move forward in the degree program

1. Be admitted to classified graduate standing by applying to the university in the appropriate graduate degree curriculum (e.g., M.A., M.S.).
2. **Advancement to Candidacy.** Before you begin a project or thesis you must have documentation that you are a candidate. Forms for advancement to candidacy can be obtained from the department office or online.
3. **Selecting an advisor.** You will select a faculty advisor in the summer after your first year of coursework. To assist you in selecting a advisor, we have provided a list of faculty with their areas of interest (see faculty above). You may choose to select your advisor for a variety of reasons – their areas of expertise, the types of research they do, or simply because you feel you would work well together. The role of the advisor is to work closely with you every step of the way. Specifically your advisor will help guide the development of your research question or project idea, assist you as you write your project or thesis proposal, supervise the implementation of your work (i.e., gathering thesis data or developing the project's product), and approve the final draft of the written thesis or project. It is your responsibility to stay in contact with your advisor on a regular basis, keep up with deadlines, and follow through with your commitments. Your advisor will provide you with feedback on your writing and the organization of your product, but it is not the role of the advisor to copy-edit your product for you. Thus, before you turn in any "draft" you should make sure it is ready to be evaluated. If a draft is filled with spelling, grammar, and/or style errors you can expect that your advisor will return it without substantive comments. Regardless of how confident you are in your written product, you will

want to give yourself ample time to turn in drafts of each section of your product, get feedback, and revise.

4. Determine whether you will do a **thesis or a project**. In consultation with your advisor, determine whether the topic you are interested in would best fit a thesis or a project. The difference between them is described below.

Thesis: A Thesis is the written product of a systematic study of a significant problem. It clearly identifies the problem; states the major assumptions; explains the significance of the undertaking; sets forth the sources for, and methods of gathering information; analyzes the data; and offers a conclusion or recommendation. The product must evidence originality, critical and independent thinking, appropriate organization and format, clarity of purpose, and accurate and thorough documentation (CSUS 2004-2006 Catalog).

Project. A Project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It must evidence originality and independent thinking, appropriate form and organization, and a rationale. It must be described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation (most recent CSUS Catalog).

5. **Select a second reader**. If you have decided to do a thesis, with the help of your advisor, select a second faculty member to be the second reader. If you have decided to do a project you will not need a second reader. The role of the reader is to provide a second opinion on the written product of your thesis. This faculty member will read and provide input after your advisor has given you input. Your advisor and the second reader have flexibility in this process.

6. Continuous Enrollment: Please note that although the CSUS Office of Graduate Studies has paperwork to pay "continuous enrollment" fees [<http://www.csus.edu/gradstudies/forms.htm>], this is not automatic in the EDS department. You will need to get approval from your thesis/project advisor. Most of our faculty who chair projects/theses will require that you reregister, paying the University's registration fees each semester until completion.

7. Develop a proposal. Before beginning the Thesis or Project you are expected to complete a proposal that clearly specifies what your culminating activity will involve. Sometimes your advisor will want to see this document before he or she agrees to supervise your work. They may also require you to read and sign a Thesis/Project Agreement

8. Obtain approval from the **Human Subjects Committee**. If your work will involve the participation of human subjects, you must obtain approval from the Human Subjects Committee before you begin your study (before you collect any data and/or being to work with human subjects as a part of a thesis or project). The guidelines and forms for this approval process are available on the website and in your department office. You must get approval prior to beginning your work. As stated above, the human subjects committee will require both the introduction and the methods sections as part of the approval process.

9. You are ready to begin your **research**! It is important to plan enough time to complete your proposal, and get approval from human subjects if necessary, before beginning your work in the

field. Once your research study or project has been organized, the literature review complete, and your methods prepared, you will have a much easier time completing the actual work you have designed to do. While collecting your data or working on your project, keep in touch with your advisor on a regular basis to evaluate progress, discuss your concerns, and make any changes as necessary. Don't expect the sponsor to contact you. You will need to take the initiative. Do not wait until it is too late --- this may cause a delay in the completion of your thesis or project, or the need to start over.

10. The written **product**. Your project or thesis must follow the formatting of the Publication Manual of the American Psychological Association (most recent edition at <http://www.apastyle.org/>) and the CSUS thesis/project format requirements (<http://www.csus.edu/gradstudies/forms.htm#Thesis>). There are only three things that differ between the CSUS thesis/project format requirements and the APA Guidelines. In these cases you should comply with the CSUS requirements. These instances where CSUS requirements are different from APA style are as follows:

APA Style CSUS Requirement
APA: space once after a period at the end of a sentence
CSUS: space twice after a period at the end of a sentence
APA: use running headers
CSUS: do not use running headers
APA: appendices are labeled on first page
CSUS: use appendix title page of actual item
APA: references follow end of the last chapter
CSUS: references follow the Appendixes chapter

• CSUS Thesis Format Requirements/CSUS Project Format Requirements online at <http://www.csus.edu/gradstudies/forms.htm>

• Publication Manual of the American Psychological Association (latest edition) obtainable at the Hornet Bookstore, or online at <http://www.foundation.csus.edu/bookstore/>

• APA Style Guide from the CSUS Library online at <http://library.csus.edu/guides/blackmer/APAstyle.htm>

Margins. Note that your manuscript must have the following margins: One inch from top, right, and bottom, one and a half inches from the left. This means that for the top margin your page numbers must be one inch from the top right margin and your text will be 1½" from the top. An easy way to create this is to do your page numbers in a header. Ask for help if you don't know how to set up your document. Please see instructions on pp. 8-9 for page setup procedures on your computer.

Table of Contents. The table of contents is particularly difficult for some students. Please take time to format it so that all the pages numbers are in alignment. One way to do this is to leaving make a table within invisible lines.

Spacing. Double space the entire text. However, you have the option to use single spacing in the Appendixes if your product will look more presentable if you review it for spacing at the bottom of your page. For example, if you end up with a heading at the bottom of a page, you might want to move it to the next page leaving an extra line at the bottom.

7 Citations and quotes. Use your APA manual, the most recent edition, to help you with citations and quotes. The rules and formats change periodically, so keep this manual handy and use it frequently. The index is very helpful. Pay attention to the rules for things like when to use et al., the ampersand symbol, and spacing. Ultimately it is the student's responsibility to learn and apply the format requirements and not that of one's thesis/project advisor or typist. Overall, the Thesis or Project will have these distinct parts:

- Blank Page
- Title Page
- Copyright (optional)
- Approval Pages (original plus one copy; the original must be on 50% or higher rag content, 20 lb. Bond paper).
- Format Approval Page (original plus one copy; the original must be on 50% or

higher rag content, 20 lb. Bond paper). • Abstract (original plus one copy; the original must be on 50% or higher rag content, 20 lb. Bond paper). • Preface, Dedication and or Acknowledgement Page (optional). • Table of Contents with page references • List of Tables • List of Figures • Chapter 1-The Problem/The Issue • Chapter 2-Review of the Literature • Chapter 3-Methods/Methodology • Chapter 4-Findings/Outcomes/Results (different for a Project) • Chapter 5-Conclusion, Summary & Recommendations • Appendices • References • Blank Page (required) The following provides procedures for Page Setup using Microsoft Office - Word. The rest of this document gives you an example of APA style and provides you with information regarding each part of your Thesis or Project.

11. The **approval process**. Each and every semester that you register for the Thesis/Project, you will receive a letter from the department office giving you registration information and important deadline dates if you plan to graduate that particular semester (i.e., graduation application, date Thesis/Project is to be delivered to the graduate coordinator and date for submission to the Office of Graduate Studies). Below is a step-by-step Approval Process:

- Thesis: Once your advisor and second reader deems your Thesis to be complete, they each sign the approval page and the Advisor also signs the abstract on regular or cotton paper.
 - Project: Once your Advisor deems your project to be complete, he/she signs the approval page and abstract of the project on regular or cotton paper.
 - This copy is then taken to the Graduate Coordinator (EUR-316) who will be reviewing the Thesis/Project for format. If the thesis/project is in the proper format, he/she will sign the format approval page on regular or cotton paper.
 - The student will be informed when the Thesis/Project can be picked up in order to deliver it to the Office of Graduate Studies located in River Front Center, rm. 206 no later than the established semester deadline.
 - Prior to delivery to the Office of Graduate Studies, the Thesis/Project will need to be copied on 24 lb. (100% cotton) paper. In addition, one extra copy of signature pages (format approval, approval page, and abstract) on regular or cotton paper, three copies of the Thesis/Project Receipt form and one paid Microfilming and Binding Receipt are to accompany the Thesis/Project.
12. Unbound Projects. Some departments do not require projects to be bound and shelved in the University Library. In addition, some projects do not lend themselves to binding and shelving (e.g., web-based, art piece). In these instances, a Project Completion Approval Form may be submitted upon approval by the faculty advisor and department graduate coordinator. These unbound projects are submitted and retained in the department. This information is from the “Project Format Requirements” of Graduate Studies. EDS does not typically accept unbound projects. If you are considering a project of this nature, please talk with your advisor and the department office very early in your decision-making. Some projects might have an unbound portion, such as a CD as an appendix.

Academic Honesty, Integrity, Cheating, and Plagiarism

Candidates enrolled in the Master's plus credential program will be held to high standards for conduct in all aspects of their fieldwork and coursework consistent with Sacramento State policy and procedures regarding academic honesty, integrity, cheating and plagiarism.
<https://www.csus.edu/umannual/student/stu-100.htm>

Literacy Clinic

The Center for Counseling and Diagnostic Services (CCDS) Clinic Coordinator: Michael Levine, michaellevine@csus.edu Eureka Hall Room 421 Phone: (916) 278-6252

The Center for Counseling and Diagnostic Services (CCDS) has been in operation since 1968. It is equipped with clinic rooms, small cubicles, which allow us to work one on one with a client who receives literacy services. Services are offered by supervised graduate students from the Language and Literacy Graduate Program in the College of Education at California State University, Sacramento.

- Diagnostic literacy assessment of pre-kindergarten children, school-age children, and adults is provided. Informal and comprehensive assessments are used to identify literacy levels and more specific areas of concern such as reading readiness, reading fluency, reading comprehension, writing, spelling and word recognition issues. The clinic addresses concerns about potential reading differences. Following the literacy assessment process, the teachers at the center will provide families/clients with findings from the assessments to include a written report and recommendations for next steps. Assessments focus on all areas of literacy development: reading, spelling, and writing.
- Many parents ask for options following diagnostic testing or, even without testing, want to have reading support, assessments, or interventions for their children. The Sacramento State Language and Literacy Clinic offers a literacy clinic in the fall and spring each year.
- Because the Sacramento State Language and Literacy Center is affiliated with the CSUS Master's program, our clinic hours work within the fall/spring class schedule. Generally, evaluation and tutoring appointments are Tuesday and Thursday evenings during the academic semester. Literacy clinic will occur twice per week from 6-6:45 PM on the fourth floor of Eureka Hall room 421.

Hours Defined

Direct Hours involve direct interaction with clients and include the application of literacy skills. Practicum students (in the EDLL 200, 201, and 207 courses) may only count one-to-one clinical consultation with real clients performed in a confidential setting as direct contact. Supervision Hours include all interactions with one's supervisor that involve receiving a combination of the following: consultation with parents, instruction and evaluation for the literacy client, and administrative responsibilities, such as lesson planning ahead of time, and the record keeping of students' progress.

Indirect Hours involve the following types of activities: completion of case notes, preparation for individual sessions weekly, and updating and maintaining a case summary sheet with assessment information on the client.

Probation and Dismissal of Students from the Language and Literacy Program

The MA in Language and Literacy Program continually reviews the progress of its graduate students. This review is designed to identify those students who are having difficulty due to academic problems, personal problems, or problems related to interpersonal issues. If, in the judgment of the program faculty, a student is not progressing satisfactorily toward the degree or credential objective, a conference may be held with the faculty advisor. If the faculty decides that the student's lack of progress is so deficient that it warrants more definitive action, a meeting will be held with an ad hoc faculty committee made up of the faculty from the program. The purpose of the meeting will be to address the specific concerns regarding the student. The chosen procedure is the prerogative of the Language and Literacy program coordinator.

ADMISSIONS process

Application process for the Master's in Language and Literacy

- Letters (2)
- Essay (2)
- Applying to both the college and the university
- Transcript with grades and undergraduate completion
- No scores or interview needed.
- Opens on October 1

Application deadline March 1, 20xx

NOTE: You may apply for the MA in Language and Literacy without a teaching credential. While it is preferable to come to the program with teaching experience, it is not a requirement.

Application process for the Language and Literacy Leadership Credential

If students would like to apply for the RLLS Credential, it is recommended that they meet with an advisor about the process, pre-conditions, and requirements. Students will review application with faculty advisor, and check off items on the department form that indicate prerequisites and progress markers through the program (see requirements below).

For the ability to apply for the credential, the following pre-requisites are required:

- 1) Students who would like to receive the credential in Language and Literacy Leadership must take a get a b or better in the EDLL 206B course.
- 2) Student must be in good standing (have a B or better) in coursework in the MA program after the first two semesters in the program (4 courses) to apply for the credential. Grades and progress will continue to be checked and approved each semester following that, as well.

- 3) Student will meet with program advisor about the opportunity to apply for the credential.
- 4) Student must meet credential stipulations. (see below for both in CA and out of state requirements:
[https://www.ctc.ca.gov/credentials/leaflets/Reading-Literacy-Leadership-Special-Cred-\(CL-537\)#:~:text=Requirements%20for%20the%20RLLS%20Credential&text=A%20teaching%20credential%20requiring%20a,met%20the%20basic%20skills%20requirement](https://www.ctc.ca.gov/credentials/leaflets/Reading-Literacy-Leadership-Special-Cred-(CL-537)#:~:text=Requirements%20for%20the%20RLLS%20Credential&text=A%20teaching%20credential%20requiring%20a,met%20the%20basic%20skills%20requirement))

FOR IN-STATE (CA):

The RLLS Credential may be issued to any teacher who satisfies **all** of the following requirements:

1. Possess a valid basic California teaching credential, which may be **one** of the following:
 - a. A teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching.
 - b. A clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement. See Commission leaflet [CL-667](#), entitled Basic Skills Requirement, for additional information.
2. Possess an English Learner Authorization.
3. Verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit.
4. Complete a Commission-approved RLLS program, a post baccalaureate professional preparation program based on the Reading and Literacy Added Authorization and *Reading and Literacy Leadership Specialist Credential Program Standards (rev. 2/2016)*, and obtain the formal recommendation of the California college or university where the program was completed.

Here are the requirements to apply for the RLLS Credential at CSUS:

- a. Three years of successful, full-time teaching experience in a public school, charter school, nonpublic school, or private school of equivalent status is required to be recommended for the added authorization and the specialist credential. The Commission defines Full-Time Teaching Experience as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester.
- b. While passing the RICA is a requirement for the California Multiple Subject and Education Specialist credentials, it is not a requirement for either the RLAA or the RLLSC. Out-of state teachers who earn a California Multiple Subjects, Single Subject or Education Specialist teaching credential are eligible for the RLAA or the RLLSC.
- c. Anyone can take coursework but only completers with appropriate prerequisite credentials (multiple subject, single subject, education specialist) may be recommended for the Commission-issued certificate (added authorization) or specialist credential. Individuals without the appropriate prerequisite credential and teaching experience who take the coursework would have the additional knowledge and experiences but would not be issued a document authorizing serving in public schools. Community college instructors and Pre-K directors and teachers are examples of individuals who may take the coursework for the RLAA and RLLSC to gain the knowledge and experience and earn a master's degree, if offered. However, they are not eligible for the CTC-issued added authorization or the credential unless they earn a prerequisite teaching credential (i.e., multiple subjects, single subject, education specialist) and all other requirements.
- d. The Reading and Literacy Leadership Specialist Credential holder is authorized to provide services at "the school, district, or county level," making a distinction between where candidates at each level of authorization can serve.

- e. For all requirements for the RLLS credential, see
[https://www.ctc.ca.gov/credentials/leaflets/Reading-Literacy-Leadership-Special-Cred-\(CL-537\)](https://www.ctc.ca.gov/credentials/leaflets/Reading-Literacy-Leadership-Special-Cred-(CL-537))