

Reading/Literacy Program Catalog Descriptions

Reading Certificate Program

Five classes are required in the RCP totaling 21 quarter units. Classes are sequenced to scaffold candidates' increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all but the foundational classes. A brief description of the course content follows:

EDLT 501: Foundations of Literacy Learning (3 units) [ONLINE](#)

This introductory course examines classical and current theory and research related to components of the literacy acquisition process (oral language; reading comprehension, fluency, word recognition, and vocabulary development; written language content, form and use). Prerequisites: None

EDLT 502: Written Language Development and Literacy Learning (5 units)

This introductory course examines the: (a) structure and linguistic elements of English language, (b) relationships between language, spelling, reading, and writing, (c) role of assessment/evaluation in language instruction and learning, and (d) literacy acquisition of English Language and English Only Learners. Prerequisites: None.

EDLT 503: Literacy Processes & Practices (K-12) (5 units)

Literacy materials, assessments, and instructional/intervention models are examined. Candidates apply knowledge by designing and implementing a classroom literacy intervention in a small group format that addresses English Language and English Only Learners, cross-cultural practices, and students at the early or intermediate reading level. Prerequisites: None.

EDLT 504: Comprehending Narrative and Expository Texts (3 units) [ONLINE](#)

Current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support comprehension at the early, intermediate, and fluent levels are studied. Specific topics include background knowledge, concept formation, vocabulary development, narrative and expository text structure analysis, independent reading, and cross-cultural practices. Prerequisites: None.

EDLT 505: Clinical Experiences in Literacy Learning (5 units)

This course meets at a designated public school site where CSUB operates a field-based literacy clinic. An intervention based on formal and informal assessments and a research-based, balanced model of literacy instruction is designed and implemented for a student experiencing difficulty with literacy acquisition. Results are reported to stakeholders in a case study format. Prerequisites: At least 3 of these 4: EDLT 501, 502, 503, & 504.

Reading/Literacy Program Catalog Descriptions

Reading and Language Arts Specialist Credential Program

The five RCP courses are prerequisites for the RSCP (21 quarter units). An additional five classes are required in the RSCP totaling 19 quarter units (with a grand total of 40 quarter units for the RSCP). Classes are sequenced to scaffold candidates' increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all classes. A brief description of the course content follows:

EDLT 506: Theoretical Models and Processes of Reading (3 units) **ONLINE**

An advanced analysis of classical and current literacy theory and research is conducted. The analysis includes examining the relationship between current literacy issues, emerging research findings in literacy and related disciplines, and theoretical models of literacy acquisition. Prerequisites: EDLT 501, 502, 503, 504, & 505.

EDLT 507: Advanced Topics in Literacy Learning (5 units)

An in-depth analysis of current topics in the field of literacy is conducted (instructional models, intervention programs, materials and resources). A classroom literacy intervention is planned following an action research design (to be implemented in EDLT 509). Implementation criteria include the use of assessment to inform instruction, addressing the needs of all literacy learners, developing material and resource selection guidelines, and grounding the intervention in a research-based, balanced literacy model. Prerequisites: EDLT 501, 502, 503, 504, & 505. Recommend EDRS 680 and EDRs 681 prerequisite.

EDLT 508: Reading / Language Arts Curriculum and Programs (3 units)

Characteristics of effective literacy instruction, intervention, curriculum, and program planning are studied. Evaluation criteria for and procedures used with instructional programs and materials are examined. A comprehensive, staff development model for literacy learning will be developed and a segment of that model will be presented in a staff development format. Prerequisites: EDLT 501, 502, 503, 504, 505.

EDLT 509: Field Experience in Literacy Learning (3 units) **ONLINE**

The action research project planned in EDLT 507 is implemented, analyzed, and reported. The project is supervised and evaluated by the instructor, a school administrator, and a peer group. The reporting process includes a formal, written document (data analysis, findings, conclusions, and implications) and oral presentation to peers. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, & 507.

EDLT 510: Advanced Clinical Experiences In Literacy Learning (5 units)

This course meets at a designated public school site where CSUB operates a field-based literacy clinic. A comprehensive intervention based on formal and informal assessments and a research-based, balanced model of literacy instruction is designed for a student experiencing severe difficulty with literacy acquisition. The implementation includes ongoing interaction with the student's classroom teacher and parent/guardian. Results are reported to stakeholders and colleagues using a case study format. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, 507, 508, & 509.