The Department of Reading and Language Arts is committed to promoting and enhancing quality instruction in reading and language arts. Preparing literacy leaders for service in our communities is the overarching mission of the department and is consistent with and closely aligned to the theme of preparing leaders for service in our communities embraced by the School of Education and Professional Studies. The underlying principles of our mission are derived from our professional standards as defined by the International Reading Association and NCTE and by state mandates. Accordingly, the department offers a Master of Science degree program and a Sixth-Year Certificate in Reading and Language Arts. The Master of Science degree offers strands in Classroom Instruction in Reading and Language Arts, and Corrective and Remedial Reading and Language Arts. The master’s program also offers a strand in Reading-Mathematics. The strand in Corrective and Remedial Reading and Language Arts leads to a reading specialist certification by the State of Connecticut. The Sixth-Year Certificate program may include courses leading to a reading consultant certification by the State of Connecticut. An Advanced Official Certificate Program in Reading and Language Arts is also available for candidates who have completed a Master of Science degree in Reading and Language Arts. All programs require practicum, clinical, or field-based experiences under close supervision in order to provide candidates with opportunities to apply their skills. The Department of Reading and Language Arts collaborates with the Doctor of Education in Educational Leadership program in offering a specialty area in literacy leading to consultant certification. It is also home to the Central Connecticut Writing Project under the National Writing Project.

CCSU has contractual arrangements with institutions of higher education in Jamaica. Under the auspices of these agreements the Reading and Language Arts Department offers its master’s degree to Jamaican educators wishing to update their educational credentials. Fifteen credits of the program are offered on site in Jamaica; students accepted to the program must attend 12 credits on the CCSU campus to complete all requirements.

**Electronic Program Portfolio:** An Electronic Program Portfolio (EPP) is required of all Master of Science degree and Sixth-Year Certificate candidates graduating from the Department of Reading and Language Arts. EPP is also required for candidates in the Advanced Official Certification Program. The candidate and the program advisor develop the e-portfolio during the course work phase of the candidate’s program. The e-portfolio will be a reflection of candidate competencies from areas recommended by the Connecticut State Department of Education and the International Reading Association. Evidence of membership to a state/regional, national and/or international professional organization in Reading and Language Arts, as well as attendance or participation in state/regional and/or national/international conferences for each year a candidate is enrolled in the program must be included in the e-portfolio.

**CCSU “NT” Account:** A CCSU “NT” account is required for all courses in the graduate programs in Reading and Language Arts. An “NT” account may be obtained via the CCSU Computer Center.

**Program Evaluation:** Candidates in the Master of Science degree and Sixth Year Certificate program in Reading and Language Arts must meet with their program advisors—for evaluation of their academic performances, dispositions, and work experiences with diverse groups—three times throughout their programs of study.

A Master of Science degree candidate must meet with his/her program advisor
1. following completion of 15 graduate credits towards planned program of study,
2. after 24 graduate credits toward planned program of study or for approval for comprehensive exam or thesis writing, and
3. for final evaluation during the graduation semester.

A Sixth-Year degree candidate must meet with his/her program advisor
1. following completion of 15 graduate credits toward planned program of study,
2. after 24 graduate credits towards planned program of study or upon completion of RDG 696 Practicum for Reading and Language Arts Consultants, and
3. for final evaluation during the graduation semester.

Candidates in the Advanced Official Certification Program must meet with program advisor for evaluation of their academic performance, disposition, and work experience with diverse groups, following an agreed evaluation schedule as indicated in their planned program of study. All candidates are expected to have their electronic program portfolios and Work Experience with Diverse Groups charts accessible for evaluation. Failure to comply with program evaluation schedule may result in a registration block the following semester.
Planned Program of Graduate Study

Following admission to the Master of Science degree and Sixth-Year Certificate program in Reading and Language Arts, candidates must meet with their assigned program advisors to complete planned programs of graduate study. Only courses approved in the planned program of study will be counted toward graduation.

**Note:** M.S. and Sixth-Year Certificate candidates may transfer up to six credits of courses, including on-line courses, from accredited institutions upon recommendation of the program advisor and approval of the department chair. No transfer credits will be allowed after a candidate’s planned program of study has been approved.

Writing Expectations

Expectations for graduate level writing include the qualities of:

- **Thoughtful ideas.** Thoughtful ideas suggest that the writer has engaged in reasoned, critical analysis and creative thinking about the topic.
- **A central idea with support.** That idea is demonstrated and/or explained with effective support, which may take a number of forms, such as giving examples that illustrate the point, and citing relevant authorities.
- **Effective organization.** Writings need to be clear and appropriate
- **Effective style.** Essays/reports/reflections include a rich variety of sentence structures, both in length and format; word choice should be appropriate and precise.
- **Attention to conventions, readability, and manuscript preparation.** Essays/reports/reflections should follow the conventions for college writing, including standard forms for punctuation, spelling, verb tense, agreement, and other expectations for academic papers. Writers should ensure readability by editing for such mistakes as missing words, homonym confusions, tangled sentences, unclear references, confusing punctuation, and so forth. Papers submitted for evaluation should demonstrate that care was taken in printing and preparation of the final manuscript. APA format is required.

Professional Disposition Expectations

**Professional disposition toward LEARNING**

- Has deep interest in acquiring content knowledge and pedagogical expertise
- Seeks and participates in formal and informal professional growth opportunities
- Has an awareness of the need for ongoing self-development

**Professional disposition toward TEACHING**

- Believes that all students have the right and ability to learn
- Maintains high and appropriate standards and expectations for all students
- Creates an environment in which everyone is free to take risks
- Initiates strategies to motivate students and encourages them to take pride in their work
- Is committed to facilitating the classroom as a diverse learning community

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**Professional disposition toward PROFESSIONAL CONDUCT**

- Accepts responsibility for one’s own actions
- Possesses academic and professional honesty and makes ethical decisions
- Maintains a student-centered approach to decision making
 Follows established dress codes and conventions
 Is Reliable
 Possesses qualities of collegiality and professional generosity

**Professional disposition toward INTERPERSONAL RELATIONSHIPS**
- Is sensitive to diversity and cultural differences
- Interacts appropriately with wide variety of individuals
- Works well in collaboration with others
- Has awareness of one’s impact on others
- Has ability to maintain appropriate social boundaries

**Professional disposition toward COMMUNICATION**
- Seeks opportunities for communication with parents, colleagues, administrators and other members of the community
- Is committed to using oral language (listening and speaking) appropriate to purpose and audience
- Uses written language appropriate to purpose and audience
- Employs the language of the profession

**Professional disposition toward SELF-REFLECTION**
- Maintains high standards and expectations for self and consistently demonstrates pride in work
- Is aware of one’s own values and how they may impact on others
- Is willing and able to recognize own difficulties and generate potential solutions
- Seeks and uses feedback to change