This program is not currently admitting new students.

The Certificate of Advanced Study (C.A.S.) in Reading Education is a post-master's program that reflects the university and college missions and helps develop advanced knowledge and leadership skills necessary for meeting the challenges of leading, redesigning and restructuring literacy education across the Pre-16 continuum.

The C.A.S. in Reading Education is an outcomes-based program designed to meet the standards outlined by the International Literacy Association (ILA) for administrators or coordinators who recognize and support reading professionals as they plan, implement and evaluate reading instruction. Such reading professionals administer literacy, bilingual, compensatory and ELL programs in schools or other institutional settings. They direct the organization, management and assessment of school, district or institutional literacy programs. Academic preparation for reading coordinators includes additional course work in reading and course work in professional development, grant writing, program administration and evaluation.

**ILA Standard 1: Foundational Knowledge**
Teacher Educator/Administrator Level: Understand major theories and empirical research evidence that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes and components.

**ILA Standard 2: Curriculum and Instruction**
Teacher Educator/Administrator Level: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**ILA Standard 3: Assessment and Evaluation**
Teacher Educator/Administrator Level: Use assessment information to plan and evaluate instruction.

**ILA Standard 4: Diversity**
Teacher Educator/Administrator Level: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

**ILA Standard 5: Literate Environment**
Teacher Educator/Administrator Level: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.