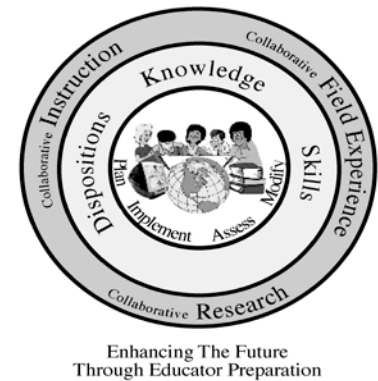


## The Master of Education in Reading Program

The College of Education has as its logo “Enhancing the Future Through Educator Preparation.” Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in SHSU’s Educator Preparation acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies these candidates learn to plan, implement, assess, and modify instruction in order to meet the needs of our communities’ diverse learners. Within this framework the following goals and objectives were established for the Master of Education in Reading Program:



### Mission

Our program's mission is to develop reflective practitioners with depth and breadth of knowledge in the theories, research, methods, and strategies of effective reading-language arts instruction who are also proactive instructional leaders and literacy advocates at all levels of literacy development.

### Goals

Our goals are to develop:

1. **Learner-centered knowledge** where the teacher possesses and draws on a rich knowledge base of literacy content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. **Learner-centered instruction** where the teacher collaboratively identifies needs and plans, implements, and assesses instruction using technology and other resources to create a learner-centered literacy community.
3. **Equity in excellence for all learners** where the teacher responds appropriately to diverse groups of learners.
4. **Learner-centered communication** where the teacher demonstrates effective professional and interpersonal communication skills while acting as an advocate for all students and the school.
5. **Learner-centered professional development** where the teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

### Objectives

The SHSU Master of Education in Reading Graduate will demonstrate strengths in three strategic teaching competencies: knowing the concepts, principles, research, and discourse of the reading/literacy profession; applying this knowledge to improve teaching practice; and possessing a disposition that reflects an appropriate ethical stance, professionalism, and a cheerful learning attitude. Specifically, we want our graduates to

1. know the theories and research of our field and apply them to improve literacy instruction;
2. know and use appropriate assessment tools with individuals, groups, and for literacy program effectiveness;
3. know and use appropriate instructional strategies with diverse learners, preschool through adult;
4. know and use the discourse of our profession;
5. use technology to support literacy learning and teaching;
6. work collaboratively with students, parents, administrators, and colleagues;
7. advocate for literacy rights for all;
8. serve as change agents through professional involvement;
9. be reflective practitioners;
10. know and develop effective literacy programs;
11. assess, evaluate, and design school and district level language arts programs;
12. demonstrate a high level of professionalism, a commitment to academic honesty, and a joyful enthusiasm for learning.

## The Master of Education in Reading Program's Philosophy

Our program's philosophical base could best be summarized as “socio-psycholinguistic constructivism” and we also subscribe to the importance of affect on learning, cognitive theories, and critical theory. Imbedded within our program's design is the theoretical work of F. Smith, Cambourne, Dewey, Whitehead, Vygotsky, Gardner, Bruner, Clay, Freire, Rosenblatt, Cummins, Krashen and others. Researchers whose work influences our program design include Palinscar, Brown, Au, Paris, Goodman, Duffy, Rumelhart, Pearson, Clay, Harste, Burke, Graves, Allington, Farr, Holdaway and others. The work of these professionals is reflected in the faculty's belief in the importance of research, the interconnectedness of literacy with the language arts and other content fields, the importance of meeting the literacy needs of all learners, and the interactive relationship of assessment and instruction. Please see the bibliography for a list of researchers and theorists who influence our thinking regarding program philosophy, design, and delivery.

## The Program of Study

The Master of Education in Reading Degree is an online program. Within this program there are two strands for pursuing a Master of Education in Reading Degree:

- (1) **READING SPECIALIST or LITERACY COACH – 36 hours (12 courses)** Candidates intend to take the Texas Reading Certification exam to become Reading Specialists in the State of Texas. Transfer credits are rarely accepted. **This program is recognized by the International Reading Association (IRA) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).**
- (2) **MASTERS FOR CLASSROOM PRACTITIONERS – 30 hours (10 courses)** Candidates do NOT intend to take the Texas Reading Certification exam to become reading specialists, but rather want a masters degree to strengthen their understanding of literacy for application within their classrooms. Two courses may be substituted from a related field of interest (approved by the advisor) in the following content areas: Early Childhood, Technology, English Language Learners, Library Science, or Special Education. Also possible: A maximum of two courses could be graduate hours transferred in from another university if those courses were taken within the last four years.

Listed below are the courses in the master's program and a recommended schedule of study that allows you to finish at your pace. The program does not have to be completed in that time frame; you have 6 years in which to complete your master's program. Cohorts begin in the fall with RDG 530. You are urged to register early for your desired courses.

### **FOUR-YEAR PACE (one course per semester) Master of Education in Reading – Reading Specialist**

Course Number & Title	Course Description
<b>Fall, Year 1</b> <b>RDG 530--Foundations of Literacy</b>	This course provides historical and philosophical perspectives in literacy education. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.
<b>Spring, Year 1</b> <b>BSL 571--Social, Cultural and Language Influence on Learning</b>	This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and strategies to meet the needs of second language learners from varied linguistic backgrounds. It examines socio-cultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.
<b>Summer 1, Year 1</b>	<b>NO COURSE FOR SUMMER 1</b>

<b>Summer 2, Year 1</b> <b>RDG 688/RDG 731--The Politics of Literacy</b>	This course examines the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Candidates develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development.
<b>Fall, Year 2</b> <b>RDG 590--Literature and Instructional Materials in Reading Programs</b>	This course prepares specialized reading professionals to teach classic and contemporary children's and young adult literature and easy reading fiction and non-fiction at all developmental levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.
<b>Spring, Year 2</b> <b>RDG 598--Cognition and Emergent Literacy</b>	This course provides an opportunity to examine language, cognition and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.
<b>Mini-mester (MAY)</b> <b>RDG 785 – Digital Literacy</b>	<b>NEW COURSE to begin May 2011</b>
<b>Fall, Year 3</b> <b>RDG 589--Improvement of Literacy in Secondary Schools and Adult Populations</b>	This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts, and techniques to teach reading and study strategies in secondary and adult classrooms.
<b>Spring, Year 3</b> <b>RDG 561--Language Arts: Theory and Instruction</b>	This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.
<b>Summer 1, Year 3</b> <b>RDG 532--Practicum in Literacy Assessment and Instructional Strategies I</b>  <b>RDG 533--Practicum in Literacy Assessment and Instructional Strategies II</b> <b>ON CAMPUS- 3 weeks</b>	<p>This course provides an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.</p> <p>This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies.</p>
<b>Summer 2, Year 3</b>	<b>NO COURSE FOR SUMMER 2</b>
<b>Fall, Year 4</b> <b>RDG 675--The Administration and Supervision of Literacy Programs</b>	This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grades K through 12 at classroom, building, and district levels.
<b>Spring, Year 4</b> <b>RDG 690—Internship in Reading Supervision</b>  <b>PORTFOLIO DUE FOR MAY GRADUATION</b>	This course provides a field internship for candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles learning throughout the reading master's program. Candidates must be enrolled in their final semester of coursework for the reading master's degree; the candidate's portfolio will be developed as part of this capstone course.

**MASTER OF EDUCATION IN READING (NOT LEADING TO A SPECIALIST DEGREE): SAME AS ABOVE EXCEPT THE CANDIDATES TAKE 10 COURSES INSTEAD OF 12. ENDING SEMESTER IS SUMMER 1 YEAR 3.**

### THREE-YEAR PACE

#### Master of Education in Reading – Reading Specialist

Course Number & Title	Course Description
<b>Fall, Year 1</b> <b>RDG 530</b> --Foundations of Literacy	This course provides historical and philosophical perspectives in literacy education. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.
<b>Spring, Year 1</b> <b>BSL 571</b> --Social, Cultural and Language Influence on Learning	This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and strategies to meet the needs of second language learners from varied linguistic backgrounds. It examines socio-cultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.
<b>Summer 1, Year 1</b>	<b>NO COURSE FOR SUMMER 1</b>
<b>Summer 2, Year 1</b> <b>RDG 688/RDG 731</b> --The Politics of Literacy	This course examines the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Candidates develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development.
<b>Fall, Year 2</b> <b>RDG 590</b> --Literature and Instructional Materials in Reading Programs  <b>RDG 589</b> --Improvement of Literacy in Secondary Schools and Adult Populations	<p>This course prepares specialized reading professionals to teach classic and contemporary children's and young adult literature and easy reading fiction and non-fiction at all developmental levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.</p> <p>This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts, and techniques to teach reading and study strategies in secondary and adult classrooms.</p>
<b>Spring, Year 2</b> <b>RDG 598</b> --Cognition and Emergent Literacy  <b>RDG 561</b> --Language Arts: Theory and Instruction	<p>This course provides an opportunity to examine language, cognition and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.</p> <p>This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.</p>
<b>Mini-mester (MAY)</b> <b>RDG 785 – Digital Literacy</b>	<b>NEW COURSE to begin May 2011</b>
<b>Summer 1, Year 2</b> <b>RDG 532</b> --Practicum in Literacy Assessment and Instructional Strategies I  <b>RDG 533</b> --Practicum in Literacy Assessment and Instructional Strategies II <b>ON CAMPUS- 3 weeks</b>	<p>This course provides an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.</p> <p>This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies.</p>
<b>Summer 2, Year 2</b>	<b>NO COURSE FOR SUMMER 2</b>
<b>Fall, Year 3</b> <b>RDG 675</b> --The Administration and Supervision of Literacy Programs	This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grades K through 12 at classroom, building, and district levels.
<b>Spring, Year 3</b> <b>RDG 690</b> —Internship in Reading Supervision <b>PORTFOLIO DUE FOR MAY GRADUATION</b>	This course provides a field internship for candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles learning throughout the reading master's program. Candidates must be enrolled in their final semester of coursework for the reading master's degree; the candidate's portfolio will be developed as part of this capstone course.

**MASTER OF EDUCATION IN READING (NOT LEADING TO A SPECIALIST DEGREE): SAME AS ABOVE EXCEPT THE CANDIDATES TAKE 10 COURSES INSTEAD OF 12. ENDING SEMESTER IS SUMMER 1 YEAR 2.**

**TWO-YEAR PACE**  
**Master of Education in Reading – Reading Specialist**

Course Number & Title	Course Description
<p><b>Fall, Year 1</b>  <b>RDG 530</b>--Foundations of Literacy</p> <p><b>RDG 590</b>--Literature and Instructional Materials in Reading Programs</p>	<p>This course provides historical and philosophical perspectives in literacy education. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.</p> <p>This course prepares specialized reading professionals to teach classic and contemporary children's and young adult literature and easy reading fiction and non-fiction at all developmental levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.</p>
<p><b>Spring, Year 1</b>  <b>BSL 571</b>--Social, Cultural and Language Influence on Learning</p> <p><b>RDG 598</b>--Cognition and Emergent Literacy</p>	<p>This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and strategies to meet the needs of second language learners from varied linguistic backgrounds. It examines socio-cultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.</p> <p>This course provides an opportunity to examine language, cognition and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.</p>
<p><b>Mini-mester (MAY)</b>  <b>RDG 785 – Digital Literacy</b></p>	<p><b>NEW COURSE to begin May 2011</b></p>
<p><b>Summer 1, Year 1</b>  <b>RDG 532</b>--Practicum in Literacy Assessment and Instructional Strategies I</p> <p><b>RDG 533</b>--Practicum in Literacy Assessment and Instructional Strategies II  <b>ON CAMPUS- 3 weeks</b></p>	<p>This course provides an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.</p> <p>This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies.</p>
<p><b>Summer 2, Year 1</b>  <b>RDG 688/RDG 731</b>--The Politics of Literacy</p>	<p>This course examines the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Candidates develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development.</p>
<p><b>Fall, Year 2</b>  <b>RDG 589</b>--Improvement of Literacy in Secondary Schools and Adult Populations</p> <p><b>RDG 675</b>--The Administration and Supervision of Literacy Programs</p>	<p>This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts, and techniques to teach reading and study strategies in secondary and adult classrooms.</p> <p>This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grades K through 12 at classroom, building, and district levels.</p>
<p><b>Spring, Year 2</b>  <b>RDG 561</b>--Language Arts: Theory and Instruction</p> <p><b>RDG 690</b>—Internship in Reading Supervision  <b>PORTFOLIO DUE FOR MAY GRADUATION</b></p>	<p>This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.</p> <p>This course provides a field internship for candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles learning throughout the reading master's program. Candidates must be enrolled in their final semester of coursework for the reading master's degree; the candidate's portfolio will be developed as part of this capstone course.</p>

**MASTER OF EDUCATION IN READING (NOT LEADING TO A SPECIALIST DEGREE): SAME AS ABOVE EXCEPT THE CANDIDATES TAKE 10 COURSES INSTEAD OF 12. CANDIDATES WOULD NOT TAKE RDG 675 OR RDG 690.**

**Please note:** All candidates are required to attend campus ONE 3-week SUMMER SESSION for Practicum in Literacy Assessment and Instructional Strategies II (RDG 533). In addition to working with youngsters in our Reading Clinic, candidates will also attend seminars, review sessions, and meetings. It is a time for professors to further evaluate the candidate's skills, knowledge, and dispositions as they relate to the teaching of literacy.

**Summer Housing Information:** We have Guest Housing at Sam Houston State University. Contact *Residence Life* at 936.294.1816 to make reservations. The Guest Housing is available. There is a shared bathroom between two rooms. Also, we have a *University Hotel*. Contact the *Manager* at 936.294.1296. These rooms have private baths. Typically these accommodations are less expensive than area hotels.

**Financial Aid:** Graduate students are eligible for financial aid if they are regularly admitted into the program, registered for at least 6 hours (two courses) per semester, and qualify for financial aid according to the guidelines. Candidates who are conditionally or probationally admitted are not eligible for financial aid. Contact Financial Aid for further information at [http://www.shsu.edu/~sfa\\_www/](http://www.shsu.edu/~sfa_www/).

The federal TEACH grant is also available for those choosing to take 6 hours (two courses). Information on this grant can be found at [http://studentaid.ed.gov/students/attachments/siteresources/4807Teach\\_FactSheet\\_v3.pdf](http://studentaid.ed.gov/students/attachments/siteresources/4807Teach_FactSheet_v3.pdf)

NOTE: If you choose to select the 3-year pace (see above options), there are several semesters where you do take 6 hours (2 courses). In that case, you would be eligible to apply for either financial aid or the TEACH grant when registered for those specific semesters.

Because of the rigor of our graduate program for the working professional, most candidates register for only 3 hours (one course) for most semesters. This restricts their eligibility for financial aid through the Office of Financial Aid or the TEACH grant. Therefore, the Department of Language, Literacy, and Special Populations offers an additional source of financial assistance: The Faculty Graduate Scholarship. More information can be accessed at: [http://www.shsu.edu/~edu\\_lls/graduate.htm](http://www.shsu.edu/~edu_lls/graduate.htm)

Another source of financial aid might be available through local school districts. Check with the Human Resource Department in your school district for more information.

### **Admission Procedures**

Applicants must contact Dr. Joyce McCauley in the Department of Language, Literacy and Special Populations at <[mccauley@shsu.edu](mailto:mccauley@shsu.edu)> for program information and an initial interview.

Applicants must submit an Application for Admission and application fee to the Office of Graduate Studies online at [www.applytexas.org](http://www.applytexas.org) or by mail at Box 2478, Sam Houston State University, Huntsville, TX 77341-2478.

To be considered for **REGULAR ADMISSION** to the Master of Education in Reading program, you must submit the following documents by the due date posted on the Office of Graduate Studies website (which is 30 days prior to the start of the semester and at least 60 days for international students).

#### **A. To the Office of Graduate Studies:**

1. An Application for Admission including application fee
2. Official transcripts from all colleges and universities attended, both undergraduate and graduate. A minimum GPA of 2.5 in undergraduate and graduate work is expected.

**B. To the Department of Language, Literacy and Special Populations:**

1. Initial interview responses
2. Acceptable writing sample (This will be requested during the initial interview.)
3. Two letters of recommendations with accompanying Checklists (see page 13 and 14 of this Handbook).
4. A copy of applicant's teaching certificate IF the applicant wants to sit for the Texas Reading Specialization Exam.
5. Optional GRE: If the last 60 hours of undergraduate/graduate work is below a 3.0, an acceptable score on the Graduate Record Examination or acceptable score on the Miller Analogies Text is required.

To be considered for **CONDITIONAL ADMISSION**, you must submit the Application for Admission, application fee, all transcripts, interview, writing sample, and, if applicable, teaching certificate. If granted Conditional Admission, permission will be given to register for one semester. To continue in the program, however, **REGULAR ADMISSION** is required. You will have one semester to submit the remainder of the documents (letters of recommendation, checklists, and, if needed, GRE/MAT scores). In addition, during your first semester, you must purchase your TK20 account to be Regularly Admitted into the program. The TK20 system is the assessment system for the College of Education and many of your major assignments must be submitted into that database. The login page can be found at <https://tk20.shsu.edu/campustoolshighered/start.do>

**GRE Information:**

The Sam Houston State University Student Advising & Mentoring Center offers on-campus GRE prep courses each February, October, and July. Contact the Center for more information at 936-294-4628 or on the SHSU website at [www.shsu.edu/~sam\\_www/](http://www.shsu.edu/~sam_www/). In addition, practice material can be obtained from a variety of sources including Kaplan Test Prep, Barron's GRE Prep, the Princeton Review, and the GRE website <GRE.org>

**Technology Requirements:**

It is expected that all graduate students have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting online searches, and using library electronic reserves. Microsoft Word is the required word processing program. Candidates must have access to high-speed internet service (not dial-up) at home since much of the work for the course is done in the evenings and on weekends.

NOTE: The online courses move quickly; this is NOT a place to begin learning technology skills.

**Registering**

After you are accepted into the program, you will be cleared to register for a specific course. It is your responsibility to follow proper procedures for registering for classes, paying tuition, and applying scholarship money (if any). This information is stated on the SHSU website or can be clarified by calling the Registrar's Office for assistance.

Keep the Department informed of any changes in email or telephone numbers. If you do not check your Sam email regularly you may want to have your account forwarded to the address you check frequently. For questions concerning email, call *Help Desk at 936.294.1950* or [http://www.shsu.edu/~ucs\\_www/](http://www.shsu.edu/~ucs_www/)

Each graduate candidate is responsible for becoming familiar with the rules and regulations pertaining to graduate study and the requirements for advanced degrees. Also, please read the SHSU Graduate Catalogue for additional academic guidelines (financial aid, library services, resignations, probation, etc.)

### Program Standards

Each course syllabus indicates on the Standards Matrix which state and national standards are addressed in that course.

### International Reading Association (IRA) Standards

The International Reading Association is the professional organization, or specialty program area, recognized by the National Council for the Accreditation of Teacher Education (NCATE) to establish the standards for Reading Graduate Degrees and monitor institutions' implementation of those standards. Listed below are the major standards categories that will serve as the framework for your master's portfolio. Please go to the IRA website to learn about each standard in more detail - [http://www.reading.org/resources/community/ncate\\_standards.html](http://www.reading.org/resources/community/ncate_standards.html)

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

### Texas Reading Specialist Standards

Upon completion of the 36-hour master's degree, candidates who seek Texas certification will have met the requirements to sit for the state examination for the Reading Specialist Certification. The Texas Reading Specialist Certification Standards found at <http://www.sbec.state.tx.us>

### Field Experiences and Practica

In all the required reading coursework candidates participate in activities designed to bridge the theoretical university classroom and the learners' real life experiences in their own classrooms. In addition, candidates will be expected to share their knowledge and skills by presenting workshops/talks to colleagues, parents, paraprofessionals, and administrators. Field experiences are an integral part of the learning experiences of all our coursework and, because our candidates teach, the primary field experience placement is in their own classrooms.

### Graduate Faculty:

Name & Rank	Terminal Degree, Institution & Year	Areas of Interest/Research Focus
<b>Leonard G. Breen</b> Associate Professor <a href="mailto:lgb@shsu.edu">lgb@shsu.edu</a>	Ed.D., University of Oregon, 1967	The relationship between art and literacy; struggling readers
<b>Donna Cox</b> Assistant Professor <a href="mailto:dcox@shsu.edu">dcox@shsu.edu</a>	Ph.D., Texas Tech University, 2007	The relationship between reading fluency development and comprehension; reader identity; critical literacy; pre-adolescent readers.

<b>Barbara Greybeck</b> Associate Professor <a href="mailto:Bjq018@shsu.edu">Bjq018@shsu.edu</a>	Ph.D., University of California at Berkeley, 1995	Biliteracy, second language reading, second language acquisition
<b>Joyce K. McCauley</b> Professor <a href="mailto:mccauley@shsu.edu">mccauley@shsu.edu</a> Graduate Advisor	Ph.D., Texas Woman's University, 1991	Multicultural education, diverse learners, theory into practice, multiethnic literature, drama and language arts, community-based learning.
<b>Melinda Miller</b> Associate Professor <a href="mailto:lls_msm@shsu.edu">lls_msm@shsu.edu</a>	Ph.D., Texas A&M University, 2001	Early literacy; literacy assessment; literacy in diverse cultures.
<b>Debra P. Price</b> Professor <a href="mailto:dprice@shsu.edu">dprice@shsu.edu</a>	Ph.D., University of Texas, 1996	Politics of literacy and critical pedagogy; beginning and emergent literacy issues.
<b>Mary E. Robbins</b> Professor <a href="mailto:edu_mer@shsu.edu">edu_mer@shsu.edu</a>	Ed.D., Texas Woman's University, 1990	The relationship between art and literacy; program evaluation; contexts of literacy instruction; theory into practice; critical theory.
<b>Nancy K. Votteler</b> Assistant Professor <a href="mailto:nkvotteler@shsu.edu">nkvotteler@shsu.edu</a>	Ed.D., University of Houston, 2007	Struggling readers and writers; adolescent literacy; content area reading and writing; multigenre literacy.
<b>Joan A. Williams</b> Assistant Professor <a href="mailto:jaw029@shsu.edu">jaw029@shsu.edu</a>	Ph.D., Texas Woman's University, 2003	Classroom language; English learners; struggling readers; dyslexia; reader identity.

### The Growth/Showcase Portfolio

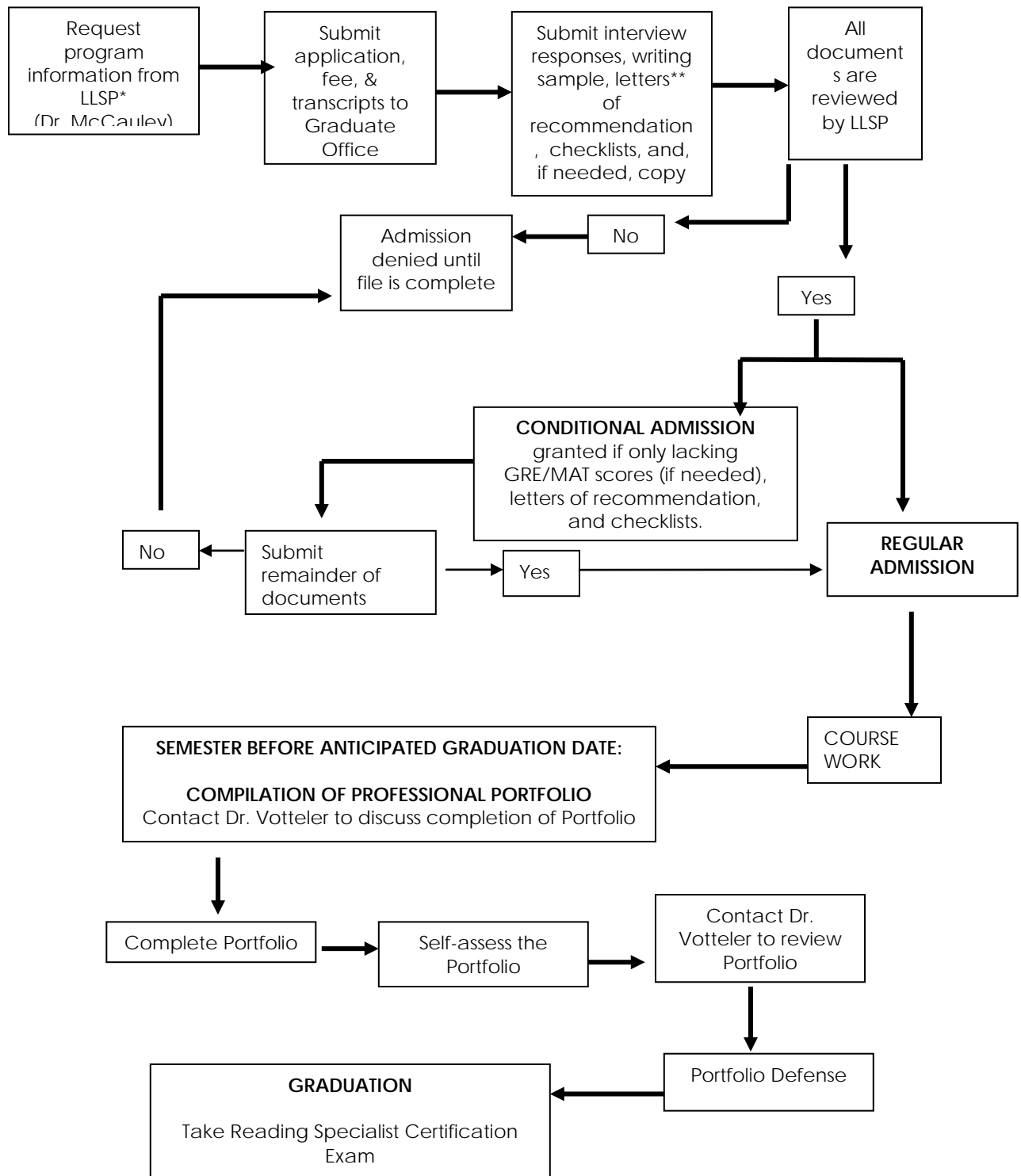
1. The portfolio is a combination of both a growth portfolio and a showcase portfolio. It should reflect the breadth and depth of your graduate studies and demonstrate your competence on state and national standards. The portfolio should be organized around the major IRA standards. There are required work samples from your classes that need to be included in the portfolio as well as other pieces of your work that you self-select that demonstrate your competence in the standards.
2. The portfolio is begun in the first course and continues throughout all coursework. Be sure to save all course assignments.
3. At the beginning of the semester prior to your last course, (1) apply for graduation (through the Office of Graduate Studies) and (2) apply for your Portfolio Defense (contact Dr. Votteler).
4. The portfolio process is completed during the last course, in the last semester you are enrolled. If you choose to complete your portfolio process after your courses are completed, you will be required to register for an additional portfolio course. **You must be enrolled the semester you complete your portfolio process and defense.** You may want to contact Dr. Votteler at [nkvotteler@shsu.edu](mailto:nkvotteler@shsu.edu) if you have questions about the portfolio process at this point.
5. Share your portfolio with other candidates in your program for their feedback.
6. Dr. Votteler will set a date and time for your portfolio to be due in the department offices. Candidates will submit, either electronically or by mail, one bound copy of the portfolio for departmental records.
7. Faculty will review portfolio.
8. Dr. Votteler will set a time and date for the Portfolio Defense. For candidates who are unable to appear in person at their portfolio defense, a conference call will be arranged.
9. If the portfolio or your defense is deemed unsatisfactory, you must comply with faculty recommendations (rewrite a section, take another course, etc.)

**Philosophy Bibliography** The following bibliography represents seminal work that has influenced and guided the thinking of the program faculty, and the philosophy and the design of the program. The graduate faculty has indicated with an asterisk (\*) those works that, though they may not be included as required reading on a syllabus, are nevertheless important for graduate candidates to know.

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- \*Goodman, K. S. (1985). *Unity in reading*. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (2nd ed., pp.475-496). Newark, DE: International Reading Association.
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### Admission and Advising Flowchart



\* LLSP (refers to the Department of Language, Literacy and Special Populations)  
 \*\* Letters of recommendation and checklists must be sent by the writers to the address on the bottom of the checklist

**RECOMMENDATION CHECKLIST FOR GRADUATE STUDIES**

CANDIDATE'S NAME \_\_\_\_\_

Here are some words and phrases that we would like you to use to describe the candidate who is applying for admission to graduate studies. Place an "X" in the box that you think best describes the person you are recommending. For example, if you think the person is FAIR, put an X in the box right next to the word FAIR. If you think the candidate is UNFAIR, put an X in the box right next to the word UNFAIR. If you think the candidate is somewhere in between, put an X where you think it belongs. If you don't know, check the box to the far right.

**I have observed this candidate working with children/students and would say he/she**

									Don't know
is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is unfair	<input type="checkbox"/>		<input type="checkbox"/>
respects diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is prejudice	<input type="checkbox"/>		<input type="checkbox"/>
uses multiple forms of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	uses one form of assessment	<input type="checkbox"/>		<input type="checkbox"/>
accepts linguistic differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	does not accept linguistic differences	<input type="checkbox"/>		<input type="checkbox"/>
is organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is unorganized	<input type="checkbox"/>		<input type="checkbox"/>
is flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is inflexible	<input type="checkbox"/>		<input type="checkbox"/>
is patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is impatient	<input type="checkbox"/>		<input type="checkbox"/>
is tolerant of cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is intolerant of cultural differences	<input type="checkbox"/>		<input type="checkbox"/>
is respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is disrespectful	<input type="checkbox"/>		<input type="checkbox"/>
is energetic/active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is lethargic/passive	<input type="checkbox"/>		<input type="checkbox"/>
invites parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	avoids parental involvement	<input type="checkbox"/>		<input type="checkbox"/>

**I have observed the candidate working with colleagues and would say he/she**

									Don't Know
is cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is demanding	<input type="checkbox"/>		<input type="checkbox"/>
takes fair share of tasks assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	unwilling to take fair share of tasks assigned	<input type="checkbox"/>		<input type="checkbox"/>

a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is not a good listener	<input type="checkbox"/>
respects other's opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	does not respect other's opinions	<input type="checkbox"/>
a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a follower	<input type="checkbox"/>

**During the time I have known this candidate, I would say he/she**

**Don't Know**

Believes the teaching profession is important to the future of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Considers the teaching profession as just another job	<input type="checkbox"/>
practices self-assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	does not practice self-assessment	
communicates effectively with with a variety of audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	does not communicate effectively with audiences	<input type="checkbox"/>
uses professional written and oral language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	does not use professional written and oral language	<input type="checkbox"/>
stays current in his/her field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	has not stayed current in his/her field	<input type="checkbox"/>
is honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is dishonest	<input type="checkbox"/>
is ethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is unethical	<input type="checkbox"/>

I have known this candidate for \_\_\_\_\_ year(s) in the following capacity: \_\_\_\_\_

I would recommend \_\_\_\_\_ for graduate studies at Sam Houston State University. *(Candidate's name)*

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
Position

\_\_\_\_\_  
School/organization

\_\_\_\_\_  
Contact number(s)

\_\_\_\_\_  
Date

Please attach this to your letter of recommendation and mail directly to:

**Chair, Language, Literacy and Special Populations  
Sam Houston State University  
P.O. Box 2119  
Huntsville, TX 77341**



## History of Sam Houston State University

Sam Houston State University, located in Huntsville, Texas, serves one of the most diverse populations of any educational institution in the state. The university is committed to the development of its creative resources so that it can adapt to the changing educational needs of its constituency while maintaining the highest quality in the traditional curricula. Created by the Texas legislature in 1879 as Sam Houston Normal Institute, its purpose was to train teachers for the public schools of Texas. During the following four decades, instruction was offered in the natural sciences, agriculture, home economics, manual training, geography, sociology, and foreign languages. The baccalaureate degree was first awarded in 1919.

The next twenty years witnessed rapid and dramatic changes, including a name change to Sam Houston State Teachers College in 1923. Two years later, the college was admitted to membership in the Southern Association of Colleges and Schools (SACS) as an accredited institution of higher learning. The institution began to expand its programs, and a graduate degree was authorized in 1936, a development which expanded the curriculum from its sole emphasis on teacher training to emphases on preparation in a variety of fields.

Following World War II, an increase in students and faculty as well as a wide range of faculty-research activities provided impetus for the emergence of a multipurpose institution. By 1960, about 25 percent of the graduating seniors were receiving degrees in fields other than teaching. Degrees were offered in the social and communication sciences; the biological, physical, and soil sciences; business administration; the fine arts; the humanities; and education. A growing emphasis on research allowed faculty to make significant contributions in their fields beyond the classroom, and these activities were accompanied by an increasing diversity in the student body as more out-of-state and foreign students began seeking degrees at Sam Houston. In recognition of these developments, the institution's name was changed by the Texas legislature to Sam Houston State College in 1965, and in that year the Texas legislature established as an integral part of the institution The Institute of Contemporary Corrections and the Behavioral Sciences.

During the following years, there was a rapid increase in the enrollment of students with diversified backgrounds, interests and aspirations, which necessitated continuous examination of programs, faculty, and facilities. The number of graduate degrees conferred increased significantly in the late 1960's, and the Texas legislature, recognizing the changes that had taken place during the course of the institution's history, changed the name of the institution to Sam Houston State University in 1969.

In the decade of the 1970s and 80s, the university continued to expand its offerings to keep pace with its dynamic environment by adding degree programs in such fields as computer science and environmental science. New graduate degrees, such as the Master of Library Science, the Master of Fine Arts, the Doctor of Philosophy in Criminal Justice, and the Doctor of Education Degree in Educational Leadership were added. Significant improvement in faculty credentials and growth in faculty research activities accompanied these additions.

Currently Sam Houston State University, a member institution of the Texas State University System, is organized academically into four colleges: Arts and Sciences, Education, Business Administration, Humanities and Social Sciences, and Criminal Justice. Candidates are offered an extensive range of bachelor and master's degrees, as well as the Doctor of Philosophy Degree in Criminal Justice and the Doctor of Education Degree in Educational Leadership. The university is recognized regionally, nationally, and internationally for the quality of its faculty and programs.