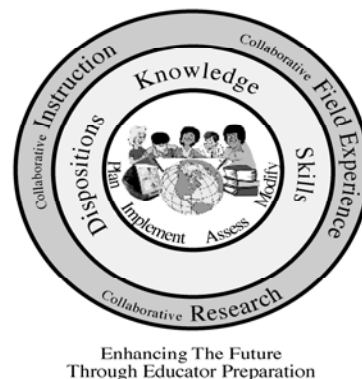


The Master of Education in Reading Program

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 a 36-hour program (12 courses) available in two formats: on-site and online. **This program is recognized by the International Reading Association (IRA) and accredited by the National Council for the Accreditation of Teacher Education (NCATE).** Within this program there are two strands for pursuing a Master of Education in Reading Degree:

- (1) **READING SPECIALIST or LITERACY COACH** The candidate intends to take the Texas Reading Certification exam to become a Reading Specialist in the State of Texas. In this case, all 12 courses are required. Transfer credits are rarely accepted.
- (2) **MASTERS FOR CLASSROOM PRACTITIONERS** The candidate does NOT intend to take the Texas Reading Certification exam. In this case, 8 of the 12 reading courses are required. The additional four courses are chosen from a secondary field of study (approved by the advisor). A maximum of three of these four could be graduate hours transferred in from another university.

The on-site courses meet on the SHSU campus or on our satellite campus at The University Center in The Woodlands, Texas. The online courses follow the same semester calendar as the on-site courses and are identical in content and rigor.

Listed below are the courses in the master’s program and a recommended schedule of study that allows you to finish in approximately three years. 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.

Course Number & Title * courses required for the Masters for Classroom Practioners	Course Description
Fall, Year 1 *RDG 530--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.
Spring, Year 1 *BSL 571--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.
Summer 1, Year 1 *RDG 590--Literature and Instructional Materials in Reading Programs	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.

Summer 2, Year 1 *RDG 561--Language Arts: Theory and Instruction	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.
Fall, Year 2 *RDG 589--Improvement of Literacy in Secondary Schools and Adult Populations	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.
Spring, Year 2 *RDG 688--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.
Summer 1, Year 2 *RDG 532--Practicum in Literacy Assessment and Instructional Strategies I	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.
*RDG 533--Practicum in Literacy Assessment and Instructional Strategies II ON CAMPUS- 3 weeks	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.
Summer 2, Year 2 *RDG 598--Cognition and Emergent Literacy	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.
Fall, Year 3 RDG 675--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.
RDG 638--Research in Language and Literacy I	This course is designed to present current theories and research regarding aspects of literacy and oral and written language. This knowledge is related to instructional applications for classrooms for the literacy development of children and students.
Spring, Year 3 RDG 690—Internship in Reading Supervision	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.
Summer 1, Year 3 *RDG 587--Portfolio Review	The Portfolio review <u>can be</u> scheduled for Spring, Year 3 . If the portfolio is completed and ready for defense during the Spring semester (Year 3) , then registration for RDG 587 is not necessary.

* MASTER IN READING FOR CLASSROOM PRACTITIONERS Eight courses are required (RDG 530, BSL 57, RDG 590, RDG 561, RDG 589 OR RDG 598, RDG 688, RDG 532, and RDG 533). In addition, four courses (12 hrs) are required of electives with could include other 500-600 level RDG courses (534, 535, 536) OR any 500-600 courses from Curriculum and Instruction, Counseling, Library Science, English, or Educational Leadership. We can allow candidates to transfer in up to three courses (9 hrs) from another university program.

Please note: All candidates are required to attend campus ONE 3-week SUMMER SESSION (Year 2) 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 per semester, and qualify for financial aid according to the guidelines. Candidates who are conditionally or probationally admitted are not eligible for financial aid. NOTE: Because of the rigor of the graduate courses in the Master of Education in Reading program, it is NOT recommended that two graduate courses be taken in one semester except for Fall Semester in Year 3. Contact Financial Aid for further information at http://www.shsu.edu/~sfa_www/.

Admission Procedures

Applicants must contact Dr. Joyce McCauley in the Department of Language, Literacy and Special Populations at <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.shsu.edu/~grs_www/> 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.
3. Acceptable scores on the Graduate Record Examination or acceptable scores on the Miller Analogies Text.

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

1. Initial interview responses
2. Acceptable writing sample (Applicants must submit an example of their expertise in writing. This will be requested during the initial interview.)
3. Two letters of recommendations with accompanying Checklists
4. A copy of applicant's teaching certificate IF the applicant wants Texas Reading Specialization.

To be considered for **CONDITIONAL ADMISSION**, you must submit the Application for Admission, application fee, all transcripts, interview, and writing sample. 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 (GRE/MAT scores, letters of recommendations, checklists, and teaching certificate).

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 who choose the online program must have access to a computer 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/administrative/training/guides/getting_started.html>

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.)

Graduate Faculty:

Name & Rank	Terminal Degree, Institution & Year	Areas of Interest/Research Focus
Leonard G. Breen Associate Professor edu_lgb@shsu.edu	Ed.D., University of Oregon, 1967	The relationship between art and literacy; struggling readers
Betty J. Higgins Assistant Professor BHIGGINS@shsu.edu	Ph.D., Texas A & M University, 1990	Assessment of literacy needs of secondary students; literacy strategies for secondary students.
Joyce K. McCauley Professor mccauley@shsu.edu	Ph.D., Texas Woman's University, 1991	Multicultural education, diverse learners, theory into practice, multiethnic literature, drama and language arts, community-based learning.
Melinda Miller Assistant Professor lls_msm@shsu.edu	Ph.D., Texas A&M University, 2001	Early literacy; literacy assessment; literacy in diverse cultures.
Debra P. Price Associate Professor DPRICE@shsu.edu	Ph.D., University of Texas, 1996	Politics of literacy and critical pedagogy; beginning and emergent literacy issues.
Mary E. Robbins Professor edu_mer@shsu.edu Department Chair	Ed.D., Texas Woman's University, 1990	The relationship between art and literacy; program evaluation; contexts of literacy instruction; theory into practice; critical theory.
Linda Ellis Associate Professor lellis@shsu.edu	Ph.D., Texas A&M University, 1994	Struggling readers and writers; adolescent literacy; writing process; teacher change; critical literacy; politics of literacy.
Nancy K. Votteler Assistant Professor nkvotteler@shsu.edu	University of Houston, 2006	Struggling readers and writers; adolescent literacy; content area reading and writing.

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

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 this 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.

The Growth/Showcase Portfolio

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 5 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. The recommended text to assist with portfolio development is:

Constantino, P. M., et al. (2005). Developing a professional teaching portfolio: A guide for success (Second edition). Boston: Allyn & Bacon.

1. The portfolio is begun in the first course and continues throughout all coursework. Be sure to save all course assignments and especially those assignments that are listed above as required from each class.
2. Before you begin the final stages of the portfolio process, please review the Portfolio Requirement Standards in the Constantino book.
3. The semester prior to your last course, apply for graduation.
4. Work with Dr. Ellis to establish a plan for completing your portfolio and complete an application for your Portfolio Defense.
5. 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. Ellis if you have questions about the portfolio process at this point.
6. Share your portfolio with other candidates in your program for their feedback.
7. Complete the "Portfolio Self-Assessment" located in the Constantino book.
8. Dr. Ellis 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.
9. Faculty will review portfolio.
10. Dr. Ellis 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

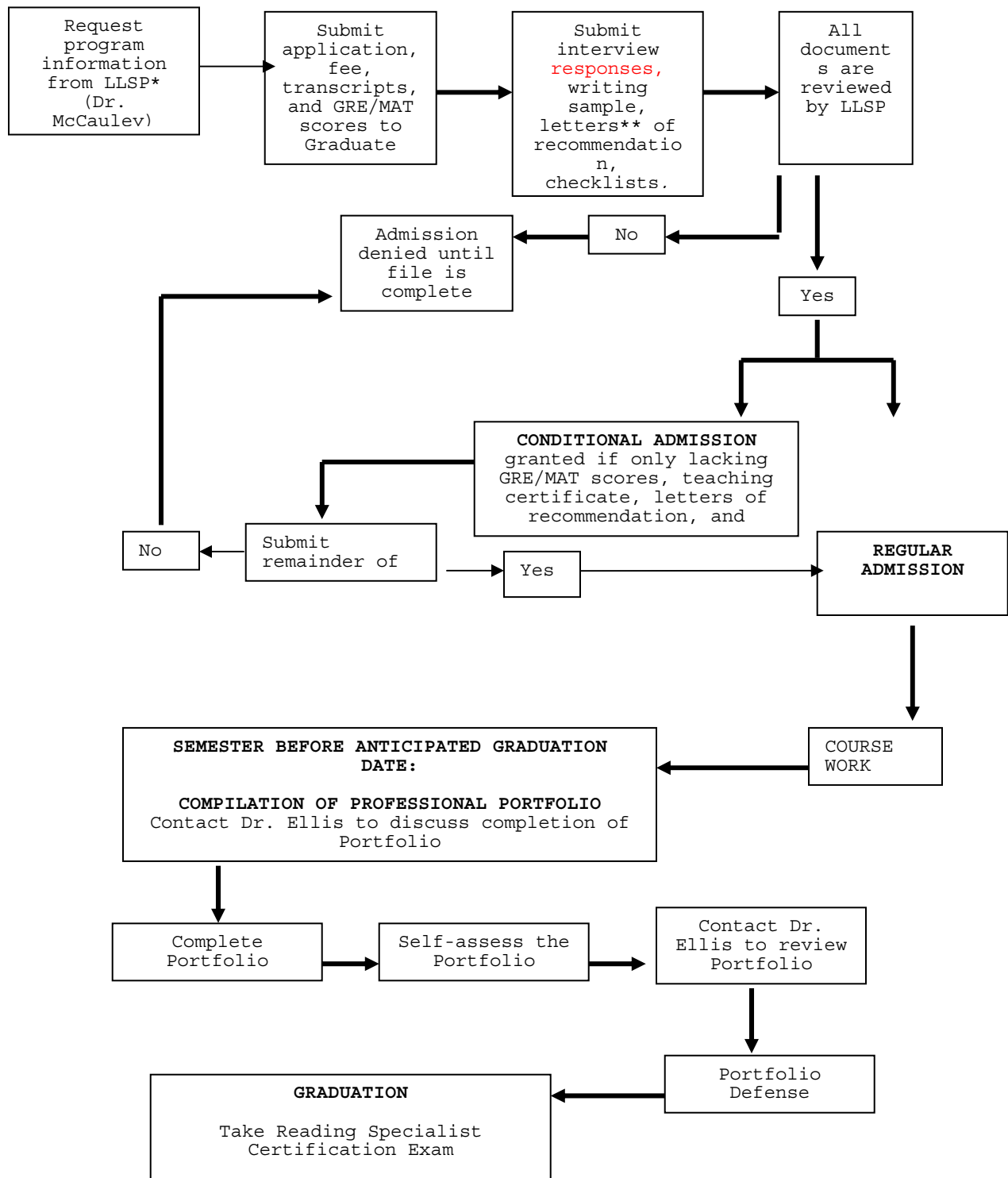
11. If the portfolio or your defense is deemed unsatisfactory, you must comply with faculty recommendations (rewrite a section, take another course, etc.)

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.

- *Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Allington, R.L., & Cunningham, P. (1996). *Schools That Work: Where All Children Read and Write*. New York: HarperCollins.
- Allington, R.L., & Walmsley, S. A. (Eds.). (1995). *No quick fix: Rethinking literacy programs in America's elementary schools*. New York: Teachers College Press.
- Apple, M. W. (1996). *Cultural politics and education*. New York: Teachers College Press.
- Armbruster, B. B., Anderson, T. H., & Ostertag, J. (1989). Teaching text structure to improve reading and writing. *The Reading Teaching*, *43*, 130-137.
- *Ashton-Warner, S. (1979). *Teacher*. New York: Bantam.
- *Au, K. (1993). *Literacy instruction in multicultural settings*. Orlando, FL: Harcourt Brace.
- Beers, K. (2003). *When Kids Can't read what teachers can do: a guide for teachers, 6-12*. Portsmouth, NH: Heinemann.
- Berliner, O. C., & Biddle, B. J. (1997). *The manufactured crisis: Myth, fraud, and the attack on America's public schools*. New York: Longman Press.
- *Berthoff, A. (1981). *The making of meaning*. Montclair, NJ: Boynton-Cook.
- *Bruner, J. (1986). *Actual minds. Possible worlds*. Cambridge, MA: Harvard Press.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard Press.
- Cambourne, B. (1988). *The whole story: Natural learning and the acquisition of literacy in the classroom*. Auckland, New Zealand: Scholastic.
- Chaika, E. (1994). *Language: The social mirror*. New York: Newbury House Publishers.
- *Chall, J. (1967). *Learning to read: The great debate*. New York: McGraw-Hill.
- Clay, M. (1979). *Reading: The patterning of complex behaviour*. Portsmouth, NH: Heinemann.
- Clay, M. (1979). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.
- Clay, M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Cummins, J. (1981). *The role of primary language development in promoting educational success for language minority students*. In *Schooling and minority students: A theoretical framework* (pp. 3-49). Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.
- Cunningham, P., & Allington, R. (1998). *Classrooms that work: They can all read and write*. New York: Addison-Wesley.
- Dewey, J. (1900). *The school and society: The child and the curriculum*. Chicago: University Of Chicago Press.
- *Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- *Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- *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.
- *Graves, D.H. (1983). *Writing: teachers and children at work*. Portsmouth, NH: Heinemann.
- Greene, M. (1978). *Landscapes of learning*. New York: Teachers College Press.
- Greene, M. (1986). *In search of a critical pedagogy*. *Harvard Educational Review*, *56*(4), 427-441.
- *Harste, J.C., Woodward, V.A., & Burke, C.L. (1984). *Language stories and literacy lessons*. Portsmouth, NH: Heinemann.
- *Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, UK: Cambridge University Press.

- Holdaway, D. (1979). *The foundations of literacy*. Portsmouth, NH: Heinemann.
- Kohn, Alfie. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards"*. New York: Houghton-Mifflin, Co.
- *Krashen, S. (1992). *Fundamentals of language education*. Sacramento, CA : Laredo Publishing Co.
- Moustafa, M. (1997). *Beyond traditional phonics*. Portsmouth, NH: Heinemann.
- Noddings, N. (1992). *The Challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- Palinscar, A.S., & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.
- Paris, S.G., Lipson, M.Y., & Wixson, K.K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*, 8, 293-316.
- Patterson, L., Santa, CM., Short, K. G., & Smith, K. (Eds.) (1993). *Teachers are researchers: Reflection and action*. Newark, DE: International Reading Association.
- Rief, L. (1992). *Seeking diversity*. Portsmouth, NH: Heinemann.
- *Rosenblatt L. (1978). *The reader, the text, and the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois Press.
- Rosenblatt, L. (2005). *Making Meaning with texts: Selected essays*. Portsmouth, NH: Heinemann.
- Routman, Regie. (1996) *Literacy at the crossroads: Crucial talk about reading, writing and other teaching dilemmas*. Portsmouth, NH: Heinemann.
- *Rumelhart, D.E. (1994). Toward an interactive model of reading. In R. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*, 4th ed. (pp. 864-894). Newark, DE: International Reading Association.
- Santmann, D. (2005) *Shades of Meaning: Comprehension and interpretation in middle school* Portsmouth, NH: Heinemann.
- Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard Press.
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- *Smith, F. (1994). *Understanding reading*, 5th Ed. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-406.
- *Taylor, D. & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH: Heinemann.
- Tierney, R. J., & Pearson, P.D. (1994). Learning to learn from text: A framework for improving classroom practice. In R. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*, 4th ed. (pp. 496-513). Newark, DE: International Reading Association.
- *Vygotsky, L. S. (1962). *Thought and language* (E. Hanfmann & G. Vakar, Trans.). Cambridge, MA: MIT Press (Original work published in 1934).
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard Press.
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- *Wells, G. (1985). *The meaning makers*. Portsmouth, NH: Heinemann.
- Whitehead, A.N. (1929). *The aims of education and other essays*. New York: Macmillan.
- Wortman, B., & Matlin, M. (1995). *Leadership in whole language: The principal's role*. York, ME: Stenhouse Publishers.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Erlbaum.

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

is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is unfair	<input type="checkbox"/>	Don't know
respects diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is prejudice	<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"/>	
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"/>	
is organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is unorganized	<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"/>	
is patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is impatient	<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"/>	
is respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is disrespectful	<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"/>	
invites parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	avoids parental involvement	<input type="checkbox"/>	

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

is cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	is demanding	<input type="checkbox"/>	Don't Know
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"/>	

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.