

# MASTER OF EDUCATION IN READING/LANGUAGE ARTS\*

\*With or without the Reading Specialist Certification

Our fully online Master of Education in Reading/Language Arts with Reading Specialist Certification and the Master of Education in Reading/Language Arts are designed for practicing professionals in the field of literacy. Both programs develop reflective practitioners with the knowledge and skills for effective reading/language arts instruction for Early Childhood through Secondary learners. Candidates will develop expertise as literacy specialists utilizing resources and methods, literacy assessments, and designing interventions to address varied learning needs of all students. Candidates will have the ability to become proactive instructional leaders and literacy advocates of students at all levels of literacy development. Practicum/Field experience hours with a diverse learner population are embedded in both programs.

Graduates of these program routes have the potential to enhance their literacy classroom practices and/or pursue roles such as literacy coach/specialists, literacy interventionists, and adjunct instructors of undergraduate level literacy courses.

## Med in Reading/Language Arts with Reading Specialist Certification (36 hours)

This degree is designed for teacher practitioners who are interested in obtaining the Texas Reading Specialist Certification to strengthen their understanding of literacy for application in their classroom or other school settings. Candidates for the Texas Reading Specialist Certification must have a valid elementary or secondary Texas teaching certification along with two years of successful teaching experience before taking the Reading Specialist exam (Two years can be concurrent with the program). One hundred and sixty hours (160) of practicum/field experience with diverse learner population are embedded in the program. Field experience hours must be completed at a TEA approved location. Candidates are required to secure their own TEA-approved location for practicum experiences.

Applicants best suited for this degree would be those who hold a valid Texas Teaching certification, will have two years of experience in public education by the end of the program, live in Texas, and can conduct all field hours in a TEA approved location. Applicants who have earned a Masters or higher degree may seek the 24 semester credit hour certification route only.

## Med in Reading/Language Arts (36 hours)

This degree is designed for practitioners both in and out of the classroom who want to strengthen their understanding of literacy as a literacy specialist for application in their classroom or other learning settings. One hundred and sixty hours (160) of practicum/field experience with diverse learner population are embedded in the program. Candidates are required to secure their own location for practicum experiences. While both programs follow the same degree plans, this route will not lead to obtaining the Texas Reading Specialist Certification.

Applicants best suited for this degree would be ones who live and/or teach out-of-state/country, teach private or home-school, are private literacy practitioners, or do not wish to sit for the Texas Reading Specialist exam.

To be regularly admitted to the graduate school, applicants must participate in an interview process and submit to the Office of Graduate Admissions (<https://www.shsu.edu/dept/graduate-admissions/prospective-students.html>):

### Admission Deadlines:

Summer start: May 1st application due date

Fall start: July 15th application due date

**Note:** The Dyslexia Certificate can be added to this plan.

### ALL applicants:

1. Graduate Application (<http://www.shsu.edu/admissions/apply-texas.html>)
2. Application fee (<http://www.shsu.edu/dept/graduate-studies/application-fee.html>)
3. Official transcripts from all colleges and universities attended, both undergraduate and graduate (Note: A minimum GPA of 2.8 in undergraduate and graduate work is expected either overall or within the last 60 hours).
  - a. If you are interested in the program but have less than a 2.8 GPA, contact the program coordinator.
4. Acceptable Professional Goals writing sample. This writing sample should be no more than two pages double-spaced and 12 pt font with proper essay format. The writing sample will be scored on the ability of the applicant to demonstrate awareness of context, audience, and purpose. Additionally, the writing sample should demonstrate the ability to use appropriate and relevant content, provide at least one credible source to support a point of view(s), and the ability to use written language to convey meaning with clarity.
  - a. What have your experiences with reading/language arts been thus far which has led you to pursue a graduate degree?
  - b. Select one belief about teaching literacy that you feel passionate about and explain why as well as how you came to this belief?
  - c. Upon completion of the program, what are your goals for your earned Master of Education in Reading/Language Arts degree (If you are seeking Texas Reading Specialist Certification, include those goals as well.)
5. Video Interview. Video link uploaded with the application. The oral communication sample will be scored on the ability of the applicant to use an organizational pattern to communicate points, use appropriate language, be aware of the intended audience, use a variety of delivery techniques

to make the presentation tentative, use supporting materials, such as showing examples, visuals, explanations, and/or other appropriate sources to establish support on the topic, and clearly has a central message to convey. Record a 3-4 minute video of yourself that answers the following questions.

- How many years have you been a classroom teacher?
- What experiences do you have teaching reading and/or language arts and what led you to pursue graduate studies specializing in literacy?
- What does it mean to be understanding, respectful, and inclusive of diverse populations?
- Explain and offer an example of how you would use technology to create authentic [literacy] learning.
- What are your expectations of this master's program, why should you be admitted into the program, and what do you intend to do once you have earned this degree?

**For applicants seeking the Texas Reading Specialist certification:**

**In addition to the above required items:**

- Pay the \$35 Texas Education Accountability System for Educator Preparation Programs Fee (<http://tinyurl.com/SHSU-EPP-Tech-Fee/>) (paid to the TEA as required by TAC 229.9.7 ([http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage/?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=229&rl=9%E2%88%9A](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=229&rl=9%E2%88%9A))) if seeking Texas Reading Specialist certification
- A copy of applicant's teaching certificate
- A teacher service record with at least one year of successful teaching experience. If this is the applicant's first year, submit a letter from the principal on school letterhead stating you are "Teacher of Record." A formal service record must be submitted prior to completing all course work.
- Official transcript from all colleges attended, both undergraduate and graduate, with a minimum of a 2.8 GPA reflected. If GPA is less the 2.8 overall or in the last 60 SCH, official GRE scores must be submitted. Minimum scores required are listed in the table below.

If GPA is lower than 2.8: GRE revised General Test Score Bands to be used for Admission to an Educator Preparation Program under the 10% Exception Rule in 19 TAC §227.10(a)(3)(B).

Self-reported Undergraduate GPA	GRE Verbal Reasoning <sup>1</sup>	GRE Quantitative Reasoning <sup>1</sup>	GRE Analytical Writing <sup>2</sup>
B- (2.7 GPA)	143-157	140-155	3.0-4.5

<sup>1</sup> GRE Verbal and Quantitative scores are reported on a 130 to 170 scale.

<sup>2</sup> GRE Analytical Writing scores are reported on a 0 to 6 scale in half-point increments.

**Under these circumstances, the GRE may not be waived.**

**Note:** ONLY Applicants with a complete file are reviewed for regular admission by graduate faculty in each program area and are selected by faculty based on information in the completed file.

All admitted graduate candidates follow a fall, spring, and summer cohort degree plan model with a specific course sequence based on semester admitted.

**MEd in Reading/Language Arts with Reading Specialist Certification (36 hours)**

This degree is designed for teacher practitioners who are interested in obtaining a Texas Reading Specialist Certification to strengthen their understanding of literacy for application in their classroom or other school settings. Candidates for the Texas Reading Specialist Certification must have a valid elementary or secondary Texas teaching certification along with two years of successful teaching experience before taking the Reading Specialist exam (Two years can be concurrent with the program). One hundred and sixty hours of practicum/field experience with diverse learner population are embedded in the program. Field experience hours must be completed at a TEA approved location.

**Reading Specialist Certification Requirements:**

- 36 hours course work
- 160 hours of field experience (embedded into the program) in a TEA approved location
- Valid Texas Teaching certificate and official educator service record (submitted with application)
- At least 2 years teaching experience at completion of program

**MEd in Reading/Language Arts (36 hours)**

This degree is designed for practitioners both in and out of the classroom who want to strengthen their understanding of literacy for application in their classroom or other learning settings. 160 hours of practicum/field experience with diverse learner population are embedded in the program. While both programs follow the same degree plans, this route will not lead to obtaining a Texas Reading Specialist Certification.

## Requirements:

1. 36 hours course work
2. 160 hours of field experience (embedded into the program) in a program approved location (flexible)

Candidates are expected to follow their cohort degree/course sequence plan. Candidates take courses during fall, spring, and summer.

Code	Title	Hours
<b>Master of Education in Reading/Language Arts leading to the Reading Specialist Certification</b>		
<b>Required Courses</b>		
BESL 5312	Second Language Literacy	3
READ 5304	Multisensory Language Learning <sup>1</sup>	3
READ 5306	Survey Of Reading	3
READ 5307	Prac-Lit Assmt/Instr Stratgy I (with elementary populations 40 field experience hours) <sup>2,3</sup>	3
READ 5317	Politics of Literacy	3
READ 5319	Digital Literacies (Maymester)	3
READ 5330	Lit & Instr Mat In Rdg Progs	3
READ 5335	Cognition & Emergent Literacy	3
READ 5340	Literacy Practicum II- Sec Pop (with secondary populations 40 field experience hours) <sup>4,5</sup>	3
READ 6088	Special Topics in Reading (Diagnosis and Correction of Literacy Learning Difficulties) <sup>1</sup>	3
READ 6310	Admin/Suprvsn Of Literacy Prog <sup>4,1</sup>	3
READ 6320	Research and Literacy Leadership (40 hours of field experience) <sup>5,6</sup>	3
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> Includes 10-15 hours of Field Experience.

<sup>2</sup> Prerequisite: READ 5306, READ 5335, READ 5330.

<sup>3</sup> Includes 40-45 hours of Field Experience with elementary populations.

<sup>4</sup> Prerequisite: READ 5304, READ 5307, READ 6088.

<sup>5</sup> Includes 40-45 hours of Field Experience.

<sup>6</sup> Prerequisite: READ 5307, READ 5308.

The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's **60x30TX plan** and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

The MEd in Reading/Language Arts is designed to provide graduates with the following marketable skills:

- Literacy leadership skills to support roles such as literacy coach/specialists and literacy interventionists.
- Literacy advocacy skills.
- Higher education pedagogical skills to support roles such as adjunct instructors of undergraduate level literacy courses.