



Sam Houston State University

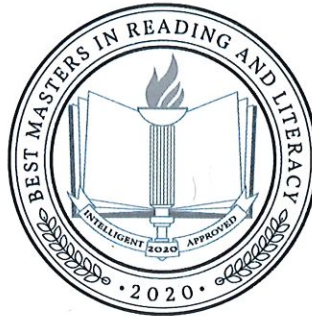
# Sam Houston State University Graduate Reading Programs Handbook

Master in Reading and Language Arts with or without the Reading Specialist Certification

Master in Reading and Language Arts Only

SHSU Dyslexia Certificate

2022-2019 Ranked in the top 5 for one of the [Best Online Master's in Reading and Literacy programs](#) by Intelligent.com



Websites with program descriptions, requirements, and curriculum:

[MEd in Reading Language Arts](#) with or without Reading Specialist Certification

[Reading Specialist Certification \(Post Graduate\)](#)

[Dyslexia Certificate](#)

Facebook: @shsuMEdRding

Updated 5/2022

## Table of Contents

<b>About the SHSU Graduate Reading Programs</b>	<b>p. 3-4</b>
<b>List of courses in the Program</b>	<b>p. 5</b>
<b>SHSU Graduate Reading Program Field Experience (FE)</b>	
<b>Dyslexia and MEd only Candidates</b>	<b>p. 6</b>
<b>Dyslexia Certificate Only FE</b>	<b>p. 7</b>
<b>Completion/Apply for the SHSU Certificate</b>	
<b>MEd Reading and Language Arts Only FE</b>	<b>p. 8</b>
<b>Completion/Apply for Graduation</b>	
<b>SHSU MEd Reading and Language Arts <u>with</u></b>	
<b>Reading Specialist Certification Program OR</b>	
<b>Reading Specialist (Post Graduate)</b>	<b>p. 9-14</b>
<b>Candidate, Field Supervisor, and Site-Supervisor (campus mentor)</b>	
<b>Information and Tips</b>	
<b>Program completion steps / Applying for Graduation</b>	
<b>Reading Specialist Certification Testing and Trainings</b>	<b>pp. 15-16</b>
<b>Practice test</b>	
<b>TExEs 151</b>	
<b>Certification Process</b>	
<b>TEA and ILA Reading Specialist Standards</b>	<b>pp. 17- 19</b>
<b>SHSU Student Academic Expectations</b>	<b>pp. 21-28</b>
<b>Growth Plans</b>	
<b>Appeals</b>	
<b>Termination</b>	
<b>Assessment of Student Growth/Dispositions</b>	
<b>SHSU Student Guidelines</b>	
<b>Forms and Resources</b>	<b>pp. 29-35</b>
<b>Site-Supervisor/TEA location form</b>	
<b>Graduate Certificate Completion form (Dyslexia)</b>	
<b>TK20 Time Log Help</b>	
<b>Site Supervisor Recommendation steps</b>	

## About the SHSU Online program:

Our fully online SHSU 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.



Our program is aligned with Texas Education Agency (TEA) Reading Specialist Standards and the International Literacy Association's Literacy Specialist Standards. It is Nationally Recognized through CAEP.

Graduates of this program 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 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 a diverse learner population are embedded in the program. Field experience hours must be completed at a TEA approved location with diverse student populations.

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 Master's or higher degree may seek the 24 semester credit hour certification route only.

### **MEd in Reading/Language Arts Only (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 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.

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.

### **The Graduate SHSU Dyslexia Certificate (15 hours)**

This fully online SHSU certificate provides students with the strategies and techniques necessary to effectively assess and plan instruction for students with dyslexia. This certificate will benefit individuals who wish to incorporate instructional strategies in the classroom or as a dyslexia specialist. This dyslexia certificate coursework covers the necessary components that the State of Texas outlines in The Dyslexia Handbook (2018). SHSU students who complete the coursework for this certificate will gain competence in assessment and differential diagnosis, instruction in the components of phonological and graphophonemic knowledge, and instruction that is multisensory, explicit, sequential, and cumulative. This certificate is not a licensing or national certification program but rather focuses on the classroom practitioner and/or interventionist. The coursework for this certificate can apply toward the Master of Education in Reading/Language Arts degree concurrently and/or post-completion. Information on that program can be found at [MEd in Reading/Language Arts](#).

### Coursework- All Programs

Field hours are embedded into courses which will offer exposure to diverse populations to connect theory with practice. **Courses with field hours are bolded. The Dyslexia Certificate Program courses are Green.** Course with a ## are designated as Post-Graduate Reading Specialist Certification courses. Click here [Catalog for course descriptions](#) link

Summer courses are 10-week sessions. This is not a degree plan sequence. Refer to your personalized program/degree plan for course sequence. See the section “Academic Expectations” for grade requirements on page 21.

Course	Course Title
<b>READ 5304</b>	<b>Multisensory Language Learning ## (10 hours of Field Experience) **also Dyslexia Certificate course</b>
READ 5330	Literature and Instructional Materials **also Dyslexia Certificate course
READ 5306	Survey of Reading ## **also Dyslexia Certificate course
READ 5335	Cognition and Emergent Literacy ## **also Dyslexia Certificate course
<b>READ 5307</b>	<b>Practicum I- With Elementary population ## (40 hours of Field Experience in K-6 grades) **Dyslexia Certificate Course Fall/Spring offering only</b>
<b>READ 6088</b>	<b>Special Topics in Reading: Identification and Correction of Literacy Learning Difficulties (10 hours of Field Experience) Fall/Spring offering only</b>
READ 5312	Second Language Literacy ## (10 hours of Field Experience with SLLs) Fall/Spring offering only
READ 5340	Practicum II- With Secondary population ## (40 hours of Field Experience in 7-12 grades) Fall/Spring offering only
READ 5319	Digital Literacies (mini-Maymester 4-weeks offering only)
READ 5317	Politics of Literacy Summer offering only
READ 6310	Administration and Supervision of Lit Programs ## (10 hours of Field Experience related to campus literacy) Fall/Spring offering only
READ 6320	Research and Literacy Leadership ## (35 hours of Field Experience related to literacy inquiry needs) Fall/Spring offering only

# **SHSU Graduate Reading Program**

## **Field Experience**

### **Dyslexia and MEd Only**

**(Not seeking the  
TEA Reading Specialist Certification)**



## SHSU Graduate Reading Program Field Experience

Our embedded Field Experience approach is a great opportunity in the program for applying theory to practice in an authentic environment. The information provided in this handbook will help you begin this process.

These hours will be logged using a digital tracking system in TK20 used by the SHSU College of Education. TK20 Time Log Help sheet can be found at the end of the Handbook. If you already have made this account, you will continue to use the account. The login credentials are the same for your other SHSU online systems such as Outlook, MySam, and Blackboard. <https://tk20.shsu.edu>

## SHSU Graduate Reading Program Academic Expectations and Assessments of Student Growth

All candidates refer to pp. 21-28 for specific information.

### Field Experience (FE) for SHSU Candidates for the Dyslexia Certificate and MEd Reading and Language Arts Only (without Reading Specialist Certification)

**Candidates for the Dyslexia Certificate** - Fifty (50) Field experience hours are embedded in READ 5304 Multisensory Language Learning (10 hours) and READ 5307 Practicum 1- Elementary Populations (40 hours).

If you are seeking the Dyslexia Certificate only, your hours will not need to be in a TEA location. You will still complete the hours in the program, but the location and students you work with is flexible. If you are not logging your hours at a TEA school, enter 999999999 for the TEA ID number and name it "video" for the campus name. The email address you will use in the TK20 system can be one of the parents, or the SHSU program coordinator [pmd006@shsu.edu](mailto:pmd006@shsu.edu)

**What to do when I complete the five required courses for the SHSU Dyslexia Certificate and all 50 FE hours?** See page 5 for the course program plan. Dyslexia Certificate courses are marked with \*\*.

At the beginning of your 5<sup>th</sup> and final course, READ 5307 Practicum I- Elementary Populations, complete and submit the [Graduate Certificate Completion](#) form. This information can be found in the SHSU Blackboard Graduate Reading Bearkat Literacy Leader Page.

At the completion of the fifth course, The Graduate School office will mail you an official SHSU Program completion certificate.

**Candidates for the MEd Only** (not seeking the Reading Specialist certification) - 160 hours Field experience hours are embedded coursework. If you are also seeking the SHSU Dyslexia Certificate, the 50 hours are bundled into your MEd program and are part of the 160 hours required.

If you are seeking the MEd only, your hours will not need to be in a TEA location. You will still complete the hours in the program, but the location and students you work with is flexible. If you are not logging your hours at a TEA school, enter 999999999 for the TEA ID number and name it "video" for the campus name. The email address you will use in the TK20 system can be one of the parents, or the SHSU program coordinator [pmd006@shsu.edu](mailto:pmd006@shsu.edu)

### **Complete TEA Required Trainings (ALL MEd candidates)**

TEA is requiring all advanced educator candidates to be trained in the following areas by the end of their program. All 4 trainings must be completed prior to graduation and/or to request Reading Specialist Certification from TEA.

- Suicide Prevention
- Mental Health
- Digital Literacy
- Substance Abuse
- Dyslexia (this is completed within the program)

THESE ARE SELF-PACED TRAININGS. Additionally, if you have completed one of the above trainings at your school and have the certification of completion, you may scan in that certificate of completion as a replacement of completing the training for the Graduate Reading program.

How to locate the SHSU trainings at any time in your program:

1. Go to the Graduate Reading Program- Bearkat Literacy Leaders Bb group page.
2. Select from the sidebar "TEA training/courses"
3. Download and follow the instructions for the training you wish to complete found at the top of the Bb page.
4. Upon completion of the training, scan in the certificate of completion to the Bb link located in the "TEA training/courses" tab.

**Applying for Graduation.** When you register for your last two courses in your program, the program coordinator will provide you with guidance on steps to complete in your last semester. Graduation information can be found at <https://www.shsu.edu/dept/registrar/graduation/apply-to-graduate/application-for-degree.html> and in the SHSU Blackboard Graduate Reading Bearkat Literacy Leader Page.



# **SHSU Graduate Reading Program**

## **Field Experience**

**MEd with Reading Specialist Certification  
And  
Reading Specialist Certification  
(Post Graduate)**



## SHSU Graduate Reading Program Field Experience

Our embedded Field Experience approach is a great opportunity in the program for applying theory to practice in an authentic environment. The information provided in this handbook will help you begin this process. If you are also seeking the SHSU Dyslexia Certificate, the 50 hours are bundled into your MEd program and are part of the 160 hours required.

These hours will be logged using a digital tracking system in TK20 used by the SHSU College of Education. TK20 Time Log Help sheet can be found at the end of the Handbook. If you already have made this account, you will continue to use the account. The login credentials are the same for your other SHSU online systems such as Outlook, MySam, and Blackboard. <https://tk20.shsu.edu> More Guidance can be found in the back of the handbook.

## SHSU MEd Reading and Language Arts with Reading Specialist Certification and Reading Specialist Certification Post Grad

**§239.92. Preparation Program Requirements.** (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in the State Board for Educator Certification-approved reading specialist standards to include experiences with diverse types of students, grade levels, and campuses. *Source: The provisions of this §239.92 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective December 23, 2009, 34 TexReg 9201.*

### Who is involved with your Field Experience? Terms to become familiar with.

- **Field Supervisor(s)**- This is the University Reading/L.A. Program Coordinator. Currently, that is Dr. Patricia Durham. Contact information is [pmd006@shsu.edu](mailto:pmd006@shsu.edu) and phone is 936-294-3912. Additionally, the professors for READ 5307 and READ 5340 serve in this capacity.
- **Reading Specialist Candidate or 'candidate'**- That is you! The graduate student.
- **Site-Supervisor**- This will be the person at your home campus that will communicate with the Field Supervisor and offer support to the candidate.

### Selecting a Site-Supervisor at your campus.

- Site-supervisors are going to be a support system during the field experience. This person will be a mentor, a resource, and a networking person. It is a TEA requirement to register your school and site-supervisor.
- **Who can be a Site-Supervisor?**
  - A Literacy professional on campus or for the district who is in a literacy leadership role such as a Literacy Coach/Reading Specialist or your principal.

- This person should have at least 3 years of experience being in this role OR hold a Texas Reading Specialist certification OR literacy MEd (recommended).
- If you are unable to find a mentor with the criteria above, your principal can be the official Site-Supervisor reported to TEA. The principal does not need to have a literacy background. You may select another individual to be a literacy mentor or a co-site supervisor to the principal, if the principal does not meet the above requirements.
- Submit your Site-Supervisor form to the TK20 Field Experience Binder (this form is preferred to be submitted before you start working with the students).
  - You will submit contact information to the Field Supervisor via digital form.
  - Next, you will upload this form to the SHSU Field Experience Binder in TK20. See Resource section of this handbook (pending).
  - The Site-Supervisor will hold this position for all the 160 hours of FE in the program. There is only one Site-Supervisor even if you are doing hours at a different campus.
  - If you move to a new TEA campus anytime in your SHSU MEd program, a new Site-Supervisor will need to be selected and a new form submitted. This is also true if the site supervisor/mentor leaves the campus.
  - The Site-Supervisor will receive their own Handbook which can be found in the Bb Graduate Reading Program page.

### **Arranging for the TEA approved location and target populations.**

- The candidate has the responsibility of arranging the location(s) for field experience. This should be done at the campus where you teach, if appropriate, based on the practicum's target population. If you are not currently in a school, you can contact the SHSU Program Coordinator for options.
- The minimum number of students you will work with during your field experience practicum courses is two. This will be in the capacity of tutorials and/or interventions. Other courses in the program may have you observe or practice some strategies with students. However, this will not be in a practicum format.
- If your practicum target population is not found at your campus, work with your mentor and/or principal to make connections. You do not need to submit another Site-Supervisor form. When logging FE hours to TK20, there will be a place to add the different TEA location/school number. Your campus administrative assistant will have the TEA school number.
- READ 5307 Practicum I works with elementary level students K-6 (40 hours of FE)
- READ 5340 Practicum II works with secondary level students 7-12 (40 hours of FE)

## **The Candidate's role during Field Experience Practicum.**

- The candidate has the responsibility of arranging to work with students as directed by the individual course's target populations. Practicum courses require a minimum of two students in the target population range.
- The candidate will submit weekly hours to SHSU TK20. (This can be a one total for both students and should match up with the syllabus expectations.)
  - The candidate is ultimately responsible for making sure that the prescribed hours per course match the reported TK20 hours and that there are 160 hours at the completion of the program. This will match with each course in Field Experience.
  - You will use the Site-Supervisor email to verify hours.
    - They do not need to be watching these hours. Your weekly brief is all that is needed.
- During practicum with the Site-Supervisor: You will meet periodically with the Site-Supervisor/mentor to go over your intervention plans. (These will be the plans you create in READ 5307 and READ 5340.) You may either speak face to face or via email with the Site-Supervisor/mentor.
  - Candidate will share a copy of the written feedback from the Field Supervisor regarding the video observations with the Site-Supervisor for any suggestions or mentoring.
- **During practicum with the Field-Supervisor(s):**
- Follow the READ 5307 or 5340 guidelines for creating interventions and submit lessons per the course outlines.
  - Submit required video recordings of your intervention as designated in the course schedule. These videos are more about the candidate than the students.
    - Candidate will submit a total of 135 virtual minutes of intervention embedded in the course structure. (This will be throughout the two practica.)

## **The Site-Supervisor/Campus Mentor**

- Complete the short SHSU Site-Supervisor Training. This will be sent upon receipt of the TEA form by the candidate AND within 3 weeks of the practicum.
- Be available for the Reading Specialist Candidate to share plans and updates regarding the weekly intervention.
- Offer suggestions, guidance, or even model techniques if needed. Here are some helpful tips for serving as a campus mentor:

- Be available to share plans or updates for interventions.
- Encourage self-reliance by helping them build their own expertise. Instead of providing answers or suggestions, ask them, “What do you think” pushing them to trust their own growing repertoire of teaching strategies.
- Provide specific and constructive feedback that encourages growth.
- Take time, as needed, to model for the candidates. When you teach, think aloud about the decisions you are making in the moment, so the candidate has the opportunity to get inside the head of a reading specialist.
- Provide access to any resources you use to plan. Talking through your planning process and how you best utilize the data and resources available will be valuable to the candidate, as well.
- Be a network resource by helping the candidate connect with students outside of the campus and principals at other schools, when needed.
- Ask to see the Field Supervisor’s written feedback regarding the video observation if the candidate has not shared.
- Validate the TK20 field experience hours by verifying via the email link sent weekly starting in week 4. (This can be retroactive but not before the semester begins.)
- Report Candidate’s progress to the SHSU Reading Graduate Program Coordinator/Field Supervisor.
- Be a network resource for when the candidate needs to work with students outside of the campus. Make introductions to a principal or teacher at a different school when needed.
  - READ 5307 works with elementary level students K-6 (40 hours of FE)
  - READ 5340 works with secondary level students 7-12 (40 hours of FE)

**The Field Supervisor/University Coordinator’s role during Field Experience.**

- Validate that candidate has registered the Site-Supervisor and TEA location with the appropriate form.
- Send the Site-Supervisor a training video about the program and roles/responsibilities within the first 3 weeks of practicum.
- Organize a minimum of one virtual (Face-to-Face), phone, or email meeting with the candidate within the first 3 weeks of practicum.
- Hold two 35-minute instructional video observations during the 160 hours. (Coursework will have more videos)
  - 1<sup>st</sup> official observation during practicum I. Written feedback will be given.
  - 2<sup>nd</sup> official observation during practicum II.

## Field Experience Requirements- Summary

SHSU's certification programs adhere to the rules set forth in the Texas Administrative Code, which govern educator preparation and certification. Rules concerning practicum requirements for professional certifications can be found in TAC [§228.2](#) and [§228.35](#). For your convenience, we have outlined the requirements below.

1. 160 hours of activities that are aligned to educator standards for the certification program
2. Experiences with diverse types of students, grade levels, and campuses
3. Guidance from a school-based site supervisor and a university-based field supervisor
4. Log with date, time, location, and activity
5. Written reflection (instructions given by program)
6. Contact with the field supervisor within the first 3 weeks of practicum assignment
7. 135 minutes of observation by the field supervisor with written feedback and conferencing
8. First observation conducted by the field supervisor within the first 6 weeks of practicum assignment
9. At least 3 observations by the field supervisor during the term of the practicum
10. Practicum activities aligned to the educator standards for the certification program
11. Informal observations and coaching provided by the field supervisor throughout practicum

# **SHSU Graduate Reading Program**

**MEd With the Reading Specialist Certification  
And  
Reading Specialist Certification  
(Post Graduate)**

**Additional Requirements:  
Testing  
Trainings  
Applying for Graduation**





## Preparing for the TExEs 151

**Practice Exam-** The program requires that you take a practice exam before SHSU can recommend you to take the TeXes Reading Specialist Exam.

The practice exam is taken in your final semester.

The practice exam is for your benefit so that you can have an idea about the real test. There is no passing score for the practice exam, this is just a completion requirement.

The program uses Certify Teacher as the official practice exam. Information is located in the SHSU Graduate Reading Program Group Page

**Official Exam-**After taking the practice exam, you will request to take the official exam by contacting the program coordinator. The SHSU Program Coordinator will let the SHSU Testing Coordinator know that you are ready to take the TeXes exam so she can recommend you for testing. You may take this exam any time after that point.

It is the candidate's responsibility to register for the exam.

## Complete TEA Required Trainings (ALL candidates)

TEA is requiring all advanced educator candidates to be trained in the following areas by the end of their program. All 4 trainings must be completed prior to graduation and/or to request Reading Specialist Certification from TEA.

- Suicide Prevention
- Mental Health
- Digital Literacy
- Substance Abuse
- Dyslexia (this is completed within the program)

THESE ARE SELF-PACED TRAININGS. Additionally, if you have completed one of the above trainings at your school and have the certification of completion, you may scan in that certificate of completion as a replacement of completing the training for the Graduate Reading program.

How to locate the SHSU trainings at any time in your program:

1. Go to the Graduate Reading Program- Bearkat Literacy Leaders Bb group page.
2. Select from the sidebar "TEA training/courses"
3. Download and follow the instructions for the training you wish to complete at the top of the Bb page.
4. Upon completion of the training, scan in the certificate of completion to the Bb link located in the "TEA training/courses" tab.

## **Applying for Graduation**

When you register for your last two courses in your program, the program coordinator will provide you with guidance on steps to complete in your last semester. Graduation information can be found at <https://www.shsu.edu/dept/registrar/graduation/apply-to-graduate/application-for-degree.html> and in the SHSU Blackboard Graduate Reading Bearkat Literacy Leader Page.

## **Certification Requirements and Process- Summary**

1. Complete and submit the Practice exam in SHSU Bearkat Literacy Bb Group
2. Complete coursework
3. Confirm 160 hours are logged and verified in TK20
4. Confirm with site supervisor recommendation in TK20 has been completed
5. Complete TEA required trainings and upload certificate of completion to the TK20 link found in the Bb group page
6. Request certification exam approval
7. Register for the TExES Reading Specialist exam
8. Receive passing score on the TExES Reading Specialist Exam
9. Confirm MEd degree has been conferred by the University in your DegreeWorks
10. Request certification recommendation to Program Coordinator
11. Receive certification recommendation notification from SHSU
12. Apply for certification through the State Board for Educator Certification

Upon graduation/conferring of your graduate degree, if you have passed your TeXes exam, completed all TEA trainings, and 160 field hours are logged and verified in TK20, you may apply for the certification (there is a TEA fee) to be submitted to your credentials. TEA will trigger SHSU to confirm that you have met all the requirements for your Texas Reading Specialist Certification (coursework, 160 hours, and a conferred Master's degree).

# **SHSU Graduate Reading Program**

**Alignment to Standards  
TEA  
International Literacy Association**



**Standards the SHSU Reading/LA program is aligned with and accredited by:** Our program is aligned with the TEA Texas Reading Specialist Standards and the International Literacy Association’s Literacy Specialist Standards. The entire set of TEA expectations can be found at

[https://tea.texas.gov/sites/default/files/Reading%20Specialist%20Standards%20-%20EC%20Grade%2012\\_0.pdf](https://tea.texas.gov/sites/default/files/Reading%20Specialist%20Standards%20-%20EC%20Grade%2012_0.pdf)

## TEXAS READING SPECIALIST CORE STANDARDS (TEA)

Standard I. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

**ILA Standards 2017 Overarching Standards** <https://literacyworldwide.org/get-resources/standards/standards-2017>

Standard Title	Overarching Standard
1: Foundational Knowledge	Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2: Curriculum and Instruction	Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3: Assessment and Evaluation	Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4: Diversity and Equity	Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5: Learners and the Literacy Environment	Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6: Professional Learning and Leadership	Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
7: Practicum/Clinical Experiences (for specialized literacy professionals only).	Candidates apply theory and best practice in multiple supervised practicum/clinical experiences

# **SHSU Graduate Reading Program**

**Academic Expectations  
Assessment of Student Growth/Dispositions  
Growth Plans  
Appeals**



## **SHSU Graduate Reading Program Academic Expectations and Assessment of Student Growth**

Evidence is collected throughout all semesters based on course online discussions, interactions with faculty, course tasks/assignments, academic and professional.

### **Program Academic and Professional Expectations**

Candidates in the Graduate Reading program are expected to maintain a B average (3.0) in all coursework. Per University policy, no more than two C grades can be earned in the program. After the first C, the program Coordinator will work with the Candidate to create a growth plan that will assist and support the Candidate towards success. Upon the second C, the program Coordinator will revisit the Candidate's growth plan and the Candidate will be put on Program probation. Any Candidate earning a third C at the graduate level of coursework will be considered for termination by the program. Termination can occur at the Program level due to violation of poor Professional or Academic dispositions.

### **Personal and Professional Concerns During the Semester**

If you are experiences personal or professional concerns during your program, the following is recommended:

1. Reach out via email to your instructors/professors with any concerns that impact the quality of learning.
2. If unsuccessful finding solutions to your personal or professional concerns, reach out to the acting Graduate Reading Program Coordinator at [pmd006@shsu.edu](mailto:pmd006@shsu.edu)
3. If unsuccessful contacting the Graduate Reading Program Coordinator, the candidate should reach out to the Chair of the School of Teaching and Learning at [ars154@shsu.edu](mailto:ars154@shsu.edu)

### **Process of Appeal (grade or termination)**

If a Candidate wishes to appeal a grade or has a course concern,

1. The candidate must first confirm that the concern was addressed with the Professor/Instructor of the course. The contact should first be via email.
2. If the concern is still felt to be unaddressed, the candidate will then reach out to the Program Coordinator.
3. If both the Professor/Instructor and Program Coordinator have been contacted, but a concern is still felt to be unaddressed, the candidate will then reach out to the School of Teaching and Learning Department Chair.
4. Upon executing all the above steps, the candidate can file an official 900823 Academic Grievance Procedures for Students (See link on page 29).

## **College of Education Academic Review Committee**

The Academic Review Committee reviews referrals from department chairs and/or graduate faculty regarding students whose actions or dispositions have not met the professional standards expected of educational professionals. Any student who is referred will receive a letter from the Chair of the committee, and the student may be summoned to meet with the committee. The committee will view the referral and collect data before making a recommendation for possible actions to the Associate Dean of Graduate Programs. The actions may range from retaining the concern as a baseline in case there are future issues to the action of suspension from the program.

### **Expectation for Ethical and Professional Behavior**

Students are expected to demonstrate exemplary behavior in the classroom and field settings. To understand the university's definition of "exemplary behavior in the classroom" and field settings, each student should review the *Code of Student Conduct and Discipline*, specifically Section 5.2, examples 3, 4, 10, and 19, and Section 5.3 at: <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct>.

### **Professional Comportment**

The College of Education expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To this end, those associated with the College of Education must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the field and educational setting.

Students are required to practice diligence and discretion in client-specialist relationships as well as faculty-student relationships. Client-counselor and faculty-student communications should remain confidential, except as may be precluded by law or the Texas State University System Rules and Regulations. Some attitudinal or behavioral patterns may elicit concerns as to the student's ability to continue in their graduate program. Such attitudinal patterns or behaviors may include, but are not limited to, breaching client confidentiality; becoming sexually involved with a client; performing field skills outside of one's scope of ability; academic dishonesty; revealing a lack of concern or compassion in practice; disobeying directives received from faculty or field placement supervisory staff; inappropriate, adversarial, or unprofessional behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention; and/or intentionally misrepresenting facts or misleading others (e.g., faculty, professional colleagues, fellow students). Students should demonstrate regard for the feelings, rights, and traditions of others. Students



should conduct themselves in a manner that exemplifies characteristics befitting a mature professional at all times. Such professionalism shall be demonstrated by displaying professional maturity and appropriateness in their dress, both in-class and in all field settings. Failure to adhere to professional standards may result in dismissal from the program.

Professionalism is an integral part of the curriculum and is considered to be a component of all courses, including clinical and field placements. Failure of the professionalism domain shall be considered sufficient reason to fail an entire course or clinical/field training, regardless of performance on assessments. The College Academic Review Committee shall review students' professional behavior in and out of class and retains the right to invoke appropriate disciplinary measures for breeches, up to and including dismissal.

The philosophy and commitment of the Department faculty is to work with students and facilitate their progress toward degree completion, whenever possible. However, at any time during the academic program, students who do not present adequate potential as a professional for either academic or nonacademic reasons can be denied matriculation privileges, based on the decision of the full-time Department faculty. The faculty meets as a body and reviews the data from all sources to make a clinical judgment for approval or disapproval of the student's continuation in the program.

When the faculty has concerns about a student's progress in the Department (before, at, or after the time of Candidacy), the Chair or the Chair's designee(s) are asked by the faculty to meet with the student to discuss the faculty's concern(s). Strengths and limitations are identified, and suggestions for dealing with the limitation(s) are offered and discussed. If, in the clinical judgment of the faculty, the weaknesses or problems are so glaring or if the student refuses or fails to remediate the limitation(s), the faculty may choose to not approve the student's continuation in the program.

Students are expected to behave in a responsible and professional manner while functioning in practicum and internship. Failure to conform one's behavior to acceptable standards of practice shall be considered cause for dismissal from practicum/internship or the program. Cause for dismissal from either Practicum or Internship shall consist of, but not be limited to:

1. Any activity that is prohibited under professional ethics standards and practices.
2. Malicious disrespect toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward others.
3. The use of fraud or deceit to obtain admission to the Department, a course, a practicum, or an internship.

4. Soliciting or accepting a personal fee, monetary gift, or other form of remuneration or compensation for services while functioning as a practicum or internship trainee.
5. Use of alcohol or other drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a threat to the welfare or safety of potential or actual clients.
6. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
7. Conviction of an offense that is a felony.
8. Conviction of an offense involving moral turpitude.
9. Conviction for a misdemeanor offense committed during the practice of any field activity.
10. Theft of any property belonging to a site.
11. Client abandonment.
12. Any behavior, activity, procedure, or practice that is prohibited under the state of Texas guidelines.
13. Failure to adhere to and maintain a remediation plan.
14. Terminating an Internship without following procedures or termination of the student by the site, site administrator, and clinical supervisor.
15. Repeated marginal performance or failures on coursework or practicum.
16. Failure to comply with professional comporment standards.

The program utilizes the same appeal process for academic and nonacademic dismissal. A student who believes they have been wrongly dismissed or terminated from graduate studies may appeal using the procedures outlined in Academic Policy Statement 900823.

## Dispositions

Evidence of Student growth is collected through the completion of a disposition report by the Professor/Instructor of specific courses: Reading/Literacy Specialist Dispositions (completed in READ 5335 and READ 6320) and Assessment II: Practice of Reading/Literacy Specialists Dispositions (Completed in READ 5307 and READ 5340). See Assessment I and II to follow.

### Assessment I: Reading/Literacy Specialist Dispositions (completed in READ 5330 or READ 5335 and READ 6320).

SHSU Graduate Literacy Specialist Candidates demonstrate their knowledge of literacy specialist dispositions that affect student literacy learning and the research base that supports the significance of those dispositions. Through these dispositions, SHSU Graduate Literacy Specialist Candidates exhibit an understanding of the theoretical foundations of literacy and takes a leadership role in designing, implementing, and evaluating intervention and professional development programs. They also exhibit dispositions that increase their effectiveness as literacy leaders as well as collaborates and communicates with educational stakeholders.

Disposition	Unacceptable	Developing	Target
Recognizing and demonstrating dispositions of effective literacy teachers and leaders.	Actions are limited to displays of knowledge/skills rather than dispositions, and/or dispositions are not important to promoting student literacy learning.	Developing actions reflect an understanding that are important to promoting student literacy learning.	Actions reflect an in-depth understanding of the literacy teacher/leader dispositions that have a significant impact on student literacy learning.
Articulating research that supports the connections between literacy teacher dispositions and student achievement.	Professional articulation skills of literacy research supporting the connections between literacy teacher dispositions, and student achievement is incomplete and/or of limited relevance.	Professional articulation skills are developing to show command of relevant literacy research supporting the connections between teacher dispositions and student achievement.	Professional articulation skills connect teacher dispositions and student literacy achievement through detailed in-depth discussion (verbally or textually) of relevant research and pedagogy.
Pursues professional development to deepen literacy content knowledge, skills, and leadership capacity (including collaboration and communication skills).	Efforts undertaken to become a responsible literacy leader were limited. Professional literacy discourse is difficult to use and/or is overshadowed by unnecessary/excessive personal information. Difficulty collaborating and communicating with educational stakeholders.	Efforts undertaken to become a responsible literacy leader are developing. Professional literacy discourse is moderately used and/or includes unnecessary/excessive personal information. Collaborating and communicating with educational stakeholders is developing.	Efforts undertaken to become a responsible literacy leader were extensive. Professional literacy discourse extensively used to collaborate and communicate with educational stakeholders.

**Assessment II: Practice of Reading / Literacy Specialists Dispositions (Completed in READ 5307 and READ 5340).**

The ability of candidates in the Graduate Reading program to exhibit and use professional literacy specialist dispositions is assessed in READ 5307 Practicum I- Elementary Populations and READ 5340 Practicum II- Secondary Populations. These dispositions include the abilities to apply knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy. This tool assesses the dispositions exhibited by Graduate Reading/Literacy Specialists expertise in implementing, modeling, and providing integrated developmentally appropriate, research-based literacy assessment and instruction by using appropriate methods and resources to address the varied learning needs of all students. They also exhibit dispositions that increase their effectiveness as literacy leaders to collaborate and communicate literacy learning progress with educational stakeholders.

Disposition	Unacceptable	Developing	Target
Models authentic literacy dispositions including modeling reading and writing for real purposes.	Reading and writing were not modeled for real purposes. The instruction was hurried and not well thought out.	Reading and writing were modeled for real purposes. Activities had value to the tutee's needs and were useful correct models.	Through observation by the tutee, reading and writing were always shown to be used for real purposes and were used by the tutee during guided practice in lessons. This modeling led to the tutee's correct practice of the activities modeled.
Interacting in a fair, ethical, and caring manner and demonstrating equity in instruction.	Interactions with the tutee did not reflect a fair, ethical, and caring attitude and/or instruction was not adequately targeted to specific individual needs to ensure equity in opportunities to learn.	Interactions with the tutee reflected a fair, ethical, and caring attitude and instruction was adequately targeted to specific individual literacy needs to ensure equity in opportunities to learn.	Interactions with the tutee always reflected a fair, ethical, and caring attitude and instruction was targeted to specific individual needs that combined student strengths with appropriately leveled authentic reading tasks to ensure equity in opportunities to learn.
Demonstrating the belief that all students can learn.	Did not demonstrate the belief that the tutee has the ability to increase his/her reading skills. The tutor was more concerned about getting through the lesson than scaffolding instruction to meet the tutee's needs.	Demonstrated the belief that the tutee has the ability to increase his/her literacy skills by providing scaffolding during the lesson to meet the tutee's needs.	Demonstrated the belief that the tutee has the ability to increase his/her reading skills by effectively providing "just in time" scaffolding during the lesson to meet the tutee's needs.  The tutor was skilled in keeping the tutee engaged and motivated to ensure that literacy learning occurred.
Takes the initiative to apply a variety of theory, methods, and practices acquired throughout all courses of the graduate program to design literacy intervention.	Evidence does not support candidate applied theory, methods, and practices acquired throughout all courses of the graduate program to design literacy intervention.	Evidence supports candidate applied theory, methods, and practices acquired throughout all courses of the graduate program to design literacy intervention.	Evidence supports that candidate applied a multitude of theory, methods, and practices acquired throughout all courses of the graduate program to design literacy intervention.

# SHSU Student Guidelines

## College of Education Diversity and Inclusion Statement

The SHSU College of Education supports an inclusive learning environment where diverse perspectives are recognized as sources of strength and enrichment. We value human diversity in all its visible and invisible dimensions including: political views and ideologies, learning and physical ability levels, age, socioeconomic status, language, gender, race, gender identities and expression, ethnicity, sexual orientation, geography, religious and spiritual beliefs, and other characteristics that have historically marginalized people. We commit to practicing the cultural responsiveness we expect of the educators, scholars, counselors, and leaders we prepare.

## Title IX Statement

Sam Houston State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual misconduct, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. SHSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with no contact orders, and more.

Please be aware all SHSU faculty members are “responsible employees,” which means that if you tell an SHSU employee about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they **must** share that information with the Title IX Coordinator. Although they have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately/confidentially, you can contact any of the following on-campus resources:

Counseling Center (<https://www.shsu.edu/dept/counseling/>) 936-294-1720

Student Health Center (<https://www.shsu.edu/dept/student-health-center/>)  
936-294-1805

You are also encouraged to visit the SHSU Title IX website ([www.shsu.edu/titleix](http://www.shsu.edu/titleix)) for more information and additional resources.

**University Policies**

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Smartphones and similar devices (laptop computers, tablets, wearables, and others) have become increasingly a part of everyday life. In the academic classroom, however, these devices can become a serious distraction, and during tests, they can become a serious problem. To address these and other concerns, faculty are authorized and encouraged to institute and enforce a classroom policy on the use of such devices in the course syllabus for each class section.

**Academic Dishonesty**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any part of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

APPROVED BY:



Michael T. Stephenson, Ph.D.  
Provost and Senior Vice President for Academic Affairs



Date

## Forms and Resources

Access more resources in the Bb Organization  
Graduate Reading Programs- Bearkat Literacy  
Leaders

## Site-Supervisor Credential Verification

This form should be completed by an authorized representative of the school district, open-enrollment charter school, or TEA approved private school at which the candidate will complete practicum requirements. The site-supervisor should be employed by the same school district, open-enrollment charter school, or TEA approved private school at which the candidate will complete practicum requirements. This documentation will be used to meet requirements outlined in TAC 228.2(30).

Candidate's Name: \_\_\_\_\_ Candidate's Sam ID #: \_\_\_\_\_

Candidate's Practicum Location: \_\_\_\_\_

Site-Supervisor's Name: \_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ The above-named site-supervisor has current Reading Specialist or Principal certification (or equivalent) in the state of Texas.

\_\_\_\_\_ The above-named site-supervisor has a minimum of 3 years of creditable service in a position related to the Reading Specialist certification (including Principalship).

\_\_\_\_\_ The above-named site-supervisor is an accomplished educator as evidenced by student learning.

I, \_\_\_\_\_, am authorized by \_\_\_\_\_ to verify the credentials of

\_\_\_\_\_ so that he/she can serve as the site-supervisor for \_\_\_\_\_, who is completing the practicum requirements for the Reading Specialist certification program at Sam Houston State University. I certify that the above information is true and accurate to the extent of my knowledge.

\_\_\_\_\_  
School or District Administrator Signature

\_\_\_\_\_  
School or District Administrator Position





**The Graduate School**  
**Sam Houston State University**  
*A Member of The Texas State University System*

**Graduate Certificate Completion Form**

If you have completed the requisite classes to receive a graduate certificate from Sam Houston State University, **please submit this form to The Graduate School by the 12<sup>th</sup> class day of the semester in which you intend to finish coursework for the certificate.** Staff in The Graduate School will verify that you have satisfactorily completed the courses necessary to receive the certificate. Please note that certificates issued by the Texas Education Agency (TEA)\* will be distributed by TEA, not by the The Graduate School. For a listing of certificates issued by TEA, please see the bottom of this form.

**Student's Name**

**Sam ID & E-mail**

**Certificate**

**Date Submitted**

\*Please note that the following certificates are issued through the Texas Education Agency (TEA), not Sam Houston State University:

- Board Certified Behavioral Analyst
- Educational Diagnostician
- Principal Certification
- Reading Specialist
- School Counseling Certification
- School Librarian Certification
- Superintendent Certification
- Teacher Certification

Graduate School Use Only	GS Processor _____	Date _____
--------------------------	--------------------	------------

## Time Logs for Education Students Taking Courses Requiring Field Experience

Many courses have a field experience component. At SHSU we have moved to a new system of recording these, program by program. It takes only a minute or two to complete a time log and send it to the person who will approve your observation or activity. Normally you'll send this to a person at a campus or school district where you completed the field experience.

We ask that you enter the TEA campus ID number when completing these. You can find the campus ID number on the cover page of a TAPR report, which are searchable here:

<https://tea.texas.gov/perfreport/tapr/index.html>

Choose the most recent year, then search by campus.

The TEA ID number is a nine digit number, such as 170104112. If you are completing field experience via a video recording, enter 999999999 for the TEA ID number, and use "video" as the name of the campus and school district.

We have created two short videos to help you and the person who will approve the field experience hours, available on YouTube. Please note that although these make reference to field experience for our School Librarian program, the steps are the same for both undergraduate and graduate programs alike.

Feel free to share these links with anyone who needs help!

Video help for students / candidates completing Time Logs: <https://youtu.be/YBgasmvWrJc>

Video help for campus personnel / approvers of Time Logs: <https://youtu.be/7Y2ZDygtjBM>

If you need assistance with Tk20 Time Logs or other matters using Tk20, please contact us!

SHSU College of Education Center for Assessment

[Tk20@shsu.edu](mailto:Tk20@shsu.edu) or 936-294-4070 or 936-294-4891

## Site Supervisor EMAIL SAMPLE that comes from SHSU TK20

Greetings, SHSU Reading Specialist Candidate Site Supervisor!

The information we have concerning you and your candidate is as follows – please let us know if any of this is incorrect.

Your name: **Sally Site Supervisor**

Your candidate: **Cassidy Candidate**

-----

### Approving Time Log Hours for your Reading Candidate:

Video help for campus personnel / approvers of Time Logs: <https://youtu.be/7Y2ZDygtjBM>

-----

### Step-by-Step Instructions for completing assessments in the FE Binder:

**Below is specific to Site Supervisors working with our candidates**

First off, you need to know the Internet address to Tk20: <https://tk20.shsu.edu>

Then, you will need to log in. Your username is **sally0000** (please note that those are zeros in the username, unless there are letter O's in your name)

Your temporary case sensitive password is **TK12345** (again, the 0s you may see in your password are zeros) – use this unless you've already been a mentor this semester. If you have already changed your password earlier in the semester, use that.

### The first time you log in:

We reset all mentor passwords at the beginning of every semester (or in some cases) academic year. If this is *your first time to log in this semester*, you will be required to change your password. Tk20 Password Guidelines: (1) MUST contain a minimum of 6 letters and no more than 8 letters. (2) MUST not exceed 12 characters. (3) MAY contain numbers. (4) MAY contain special characters (!@#%&\*?>). (5) All passwords are case-sensitive!

**Since all passwords must contain six to eight letters, using your name (or part of your name) is sufficient – we reset the passwords every semester. If your name is Jeri Hill or Kristine Ellis something like jerihi or kristine would work great!**

If you receive a message regarding your email being already used in the system, just enter another one – and it doesn't even have to be a real email address. Unfortunately, we have duplicate mentor teacher users in Tk20 and sometimes the email address entered when changing a password causes a problem.

You must have a hint and email as well. Our office can reset your password should you forget it, just let us know. If you receive an error that says your email is already used, please let us know and we'll get that working for you.

## Completing the Assessments:

Click your candidate's name. The name of the binder is next to the student's name. \*

The assessments you complete will be listed on the right-hand side under "FIELD EXPERIENCE FORMS" with red flags.

**DO NOT CLICK THE SUBMIT BUTTON UNTIL YOU HAVE COMPLETED ALL THE TASKS. INSTEAD USE THE SAVE BUTTON AS YOU WILL LIKELY RETURN TO THIS BINDER SEVERAL TIMES DURING THE CANDIDATES' THREE SEMESTER PLACEMENT.**

Reading Specialist Site Supervisors will complete 3 items/assessments in Tk20:

- Practicum Agreement
- Training
- Verification and Recommendation for Certification\*

\* Complete this electronic signature near the end of the placement (third semester) signifying you have reviewed all of the University Supervisor's assessments and contact log.

\* *Note: this is a critical form for candidates to be recommended for certification.*

To view the assessments made by other people that are part of the field experience binder:

- Log in as before.
- Click on your candidate's name.
- Scroll down past the Field Experience Forms to the Faculty/Site Supervisor forms.
- As an example: click on an Observation. You can scroll through the form and see how the field supervisor completed the form.
- After you have viewed each form, scroll back up to the top and you'll see a < BACK *button under the student's name. Click that to return to the list of assessments.*
- After viewing the assessments and forms, scroll back up, and click on the Verification.
- Complete the form based on what you have seen, Yes or No, and complete the date. You may leave the grade blank.
- IF ALL OF YOUR ASSESSMENTS ARE COMPLETED – NEARING THE END OF THE THIRD SEMESTER, YOU MAY CLICK THE SUBMIT BUTTON.

Please feel free to contact us if you need your password reset or if have any questions at either 936-294-4891 (Andy's office) or 936-294-4070 (student assistant) or email us at [tk20@shsu.edu](mailto:tk20@shsu.edu).

Thanks again for mentoring our candidate!

SHSU College of Education