

Graduate Reading Education Program

Towson University



Graduate Student Handbook

(Revised Spring 2021)

Contact the Program

Dr. Meghan Liebfreund, Program Director/Advisor:

410-704-4492

mliebfreund@towson.edu

Prof. Alyssa Zumpano, SMHEC Program Director/Advisor:

301-737-2500

azumpano@towson.edu

Dr. Shelly Huggins, Clinic Director:

410-704-2009

shuggins@towson.edu

Dr. Stephen Mogge, Professor:

410-704-5771

smogge@towson.edu

Prof. Rebecca Maloy, Professor:

410-638-5378

rmaloy@towson.edu

Dr. Kelly Murphy, Professor

410-704-5162

kellymurphy@towson.edu

Prof. Mary Mooreland, Professor

301-737-2500

mmoreland@towson.edu

Main Office Phone, Graduate Assistants:

410-704-5775

REED@towson.edu

TLN/COHORT CONTACT

Kippi Sutphen 410-704-4297 ksutphen@towson.edu

FIND MORE INFORMATION ONLINE:

Webpage: <https://www.towson.edu/coe/departments/elementary/grad/reading/>

Facebook: <http://www.facebook.com/groups/towsonreed>

Table of Contents

Program Overview and Policies

Program Description	3
Program Goals	3
Program Philosophy	4
International Reading Association Standards	5-6
Degree Requirements	7
Required and Recommended Sequence of Courses	8
Elective Offerings	9-10
Elective Concentrations	11-12
Sample of Advising Sheet	13-14
Additional Information Regarding the Degree	14
Program Portfolio Requirements	15
Reading Clinic	16
Financial Aid / Scholarships	17-18
Professional Organizations / Reading Related Websites	20
MSDE Certified Courses	21
MSDE Certification in ESOL	21

Graduate School Policies

Grading System	23
Academic Standing	23
Repeating Courses	23
Withdrawal from a Course	24
Reenrollment	24

General Information

Changing from Non-Degree to REED Status	24
Requesting Credit Transfers	25
Change of Name	26
Applying for Graduation	27
Campus Resources	28-29
Faculty Advisors	30
Graduate Reading Resources	32

Program Description

**Excerpt taken from Graduate Catalog*

The Master of Education in Reading Program is designed to prepare reading specialists, primarily for K-12 education, but also for community colleges, industry, adult education programs, commercial education centers, and private practice. The 36-credit program is highly structured with nine required courses and three electives. It is developmental in design. Students grow in both their knowledge and application as they proceed through the program. The program can currently be completed on a part-time basis. Most courses are offered in the early evening (ex. 4:20-6:50 pm) one night a week. The courses are offered in fall and spring semesters with some offered in the summer and winter semesters.

The Graduate Reading Program at Towson University does not subscribe to a particular position on reading. It closely reflects the broad, comprehensive knowledge and skills outlined in the *Standards for Reading Professionals* developed by the International Literacy Association (see addendum).

Program Goals

**Excerpt taken from Graduate Catalog*

The goal of the Master of Education in Reading Program are to prepare reading teachers or reading specialists who have a dynamic understanding of the reading process, a wide array of resources for enhancing literacy for all learners, the competencies to coach others (classroom teachers, paraprofessionals, parents, etc.), and the competencies to advocate for the best literacy environments.

The program is designed to prepare the degree candidate to:

- Provide specialized literacy instruction and assessment, in cooperation with other professionals, to students at all levels.
- Provide literacy services to students in compensatory or special education programs.
- Communicate with parents and the community about literacy issues.
- Conduct in-service workshops on literacy topics.
- Read and interpret literacy research.
- Continue to grow professionally by reading professional journals and by participating in reading conferences and workshops.

Program Philosophy

*Excerpt taken from Graduate Catalog

The Master of Education in Reading Program is grounded in five philosophical beliefs:

- Literacy learning involves not only reading, but also writing, listening, speaking, and viewing.
- Literacy instruction must be research-based and therefore requires reading specialists to be competent in interpreting and applying research findings.
- Literacy instruction must be responsive to the individual differences among learners.
- Literacy instruction must be inclusive and celebrate the diversity of learners.
- Literacy instruction and assessment must be closely connected so that instruction is developed, monitored, and modified using multiple sources of assessment data.

Alignment with the International Literacy Association Standards for Professional Practice

The Master of Education in Reading Program addresses the 2017 standards of the International Literacy Association. This means that:

- The program has passed an accreditation review.
- The program meets the requirements of the largest, most influential professional organization for literacy practice.
- The program presents a balanced perspective of literacy instruction that addresses multiple theories, perspectives and instructional methods,
- The program prepares students to be Reading Teachers, Reading Specialists and Reading Coaches.

International Reading Association Standards for Reading/Literacy Specialists, 2017

READING/LITERACY SPECIALIST				
Standard	Component 1	Component 2	Component 3	Component 4
<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.</p>	<p>1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.</p>	<p>1.2 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.</p>	<p>1.3 Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.</p>	<p>1.4 Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.</p>
<p>STANDARD 2: CURRICULUM AND INSTRUCTION Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.</p>	<p>2.1 Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.</p>	<p>2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</p>	<p>2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.</p>	<p>2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</p>
<p>STANDARD 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; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.</p>	<p>3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.</p>	<p>3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.</p>	<p>3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>	<p>3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.</p>
<p>STANDARD 4: DIVERSITY AND EQUITY Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.</p>	<p>4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.</p>	<p>4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.</p>	<p>4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.</p>	<p>4.4 Candidates advocate for equity at school, district, and community levels.</p>

Standard	Component 1	Component 2	Component 3	Component 4
<p>STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT</p> <p>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.</p>	<p>5.1</p> <p>Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.</p>	<p>5.2</p> <p>Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.</p>	<p>5.3</p> <p>Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.</p>	<p>5.4</p> <p>Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.</p>
<p>STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP</p> <p>Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.</p>	<p>6.1</p> <p>Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.</p>	<p>6.2</p> <p>Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.</p>	<p>6.3</p> <p>Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.</p>	<p>6.4</p> <p>Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.</p>
<p>STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES</p> <p>Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.</p>	<p>7.1</p> <p>Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.</p>	<p>7.2</p> <p>Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.</p>	<p>7.3</p> <p>Candidates have ongoing opportunities for authentic, school-based practicum experiences.</p>	<p>7.4</p> <p>Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.</p>

Degree Requirements

REED 601 READING THEORY AND PRACTICE (3) Theoretical foundations of reading instruction; methods and materials used in integrated literacy learning.

Prerequisite: One undergraduate course in teaching of reading.

REED 609 READING ASSESSMENT (3) Reading assessment using both standardized tests and informal procedures; interpretation of assessment data. *Prerequisite: REED 601.*

REED 621 READING DISABILITIES (3) Etiology of reading disabilities, observation and interview procedures, standard and informal tests, report writing, and instructional intervention. *Prerequisites: REED 601, 609.*

REED 663 STRATEGIC USE OF MATERIALS (3) Theories underlying literature-based instruction examined; recent research evaluated, instructional techniques introduced, modeled, and applied; materials for instruction cooperatively developed; and criteria for literature selection established.

REED 665 LITERACY IN THE CONTENT AREAS Pre-K-12 (3) Examination of interrelationship of reading and writing, and their roles in instruction of content areas, K-12.

REED 626 CLINIC INTERNSHIP IN READING (3) Supervised clinical experience with clients with reading difficulties. *Prerequisites: REED 601, 609, 621, 663, 665.*

REED 745 PROFESSIONAL DEVELOPMENT IN READING (3) Analysis of the role that professional development played in the success of specific literacy programs, literacy research studies and reading/writing program initiatives. Class discussions will involve critical analysis of literacy professional development, experimental activities, as well as how what was learned can be applied to other settings.

REED 726 ADVANCED CLINIC INTERNSHIP IN READING (3) Advanced clinical experience with clients, families, and paraprofessionals. *Prerequisite: REED 626.*

REED 729 SEMINAR IN READING (3) Review of theories and research in the field of reading. *Prerequisites: 15 credits in REED courses or consent of instructor.*

Required and Recommended Sequence of Courses

REED 601 should be (but is not required to be) the first course you take in the program. This course prepares you with theoretical and practical foundations for all other courses.

REED 609 *must* be taken prior to REED 621. The assessment instruments that are learned in REED 609 are used in REED 621.*

REED 601, 609, 621, 663 and 665 *must* be taken prior to REED 626. REED 626, the first clinical internship, is where all that is learned in the earlier courses is applied to your work with students.*

REED 663 and 665 are good courses to take along with REED 601, 609 and 621 for those interested in taking more than one course per semester.

REED 626 *must* be taken prior to REED 726, 729, and 745.

REED 726 and 729 should not be taken in the same semester. Exceptions are made for full-time students taking three or more classes per semester. See Permit Requirements for REED 726 and 729 below.

REED 726 and REED 729 should be the final two required courses that students take in the Graduate Reading Education Program. We have implemented a policy by which students who need only those two courses before graduating will be given priority when registering for those courses.

Elective Courses

ELECTIVE COURSES offer you an opportunity to expand your knowledge. *Three electives are required. TWO must be literacy related.* You may choose from the list below, or take other literacy courses in COE unless you have already completed them at the undergraduate level. Peruse other COE courses in ISTC, EDUC, ELED, ECED, SPED, SCED, or ILPD. Also consider Psychology or English classes if related to Education. If you are in a cohort, your elective courses have been selected and planned for you as part of your sequence of courses.

REED 650 (3) SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING

This course will provide M.Ed. Reading students with an overview of theory and practice related to literacy learning for language minority learners. The course will explore foundations of second language literacy acquisition and learning, will identify instructional practices used for differentiation and inclusion, and will explore different models of literacy instruction found in English as Second Language, Bilingual, and Dual Immersion settings. The course will help to prepare teachers for the TESOL Praxis II exam for MSDE certification *Prerequisite: REED 601.*

REED 651 (3) INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS

This course will teach essential information about working with English Language Learners and will help to prepare teachers for the TESOL Praxis II exam for MSDE certification.

REED 652 (3) LINGUISTICS FOR EDUCATORS

An introduction to the basic principles, concepts and tools of inquiry in the scientific study of language with a special emphasis on its relevance for language and literacy education. The course will help to prepare teachers for the TESOL Praxis II exam for MSDE certification.

REED 628 (3) GUIDED READING

This practicum experience is offered in the summer. Participants will learn more about the instructional strategy of guided reading and then teach small groups in a two-week enrichment program. The course projects will center on doing a small teacher research project.

REED 632 (3) WORD STUDY FOR LITERACY LEARNING

Participants will learn a structured, multi-sensory approach for identifying and improving decoding, reading fluency, and reading comprehension abilities of underachieving adolescents and adults. Strategies for teaching writing will be presented, also. Participants will devise instructional plans from case studies.

REED 660 (3) INTEGRATING TECHNOLOGY IN LITERACY INSTRUCTION This course is designed to help teachers develop technology-based reading instruction. Emphasis on designing reading segments on phonemic awareness, vocabulary development, comprehension and writing, using presentation, graphics, and multi-media authoring software. *Prerequisites: ISTC 301/501 and REED 601.*

REED 710 (3) MULTICULTURAL LITERATURE FOR CHILDREN AND ADOLESCENTS

An in-depth examination of quality multicultural literature for young children and adolescents. Strategies for selecting and evaluating text and other resources will be explored. Techniques and methodologies for promoting understanding of and appreciation for other cultures.

REED 712 (3) CRITICAL CONVERSATIONS IN EARLY LITERACY

Critically examine current policies, research and instructional trends in early literacy instruction. Engage in personal and collaborative inquiry into important issues affecting all elementary teachers and reading professionals. Examine current professional literature, early literacy research, and key public policy documents representing a range of contrasting perspectives in the field.

REED 714 (3) ADOLESCENT LITERACY

Examines critical issues that affect the literacy development and instruction of adolescents. Through readings, reflection, assessment and conversations, we will highlight multiple perspectives of how best to engage adolescents and how secondary schools can be structured to advance the reading and writing skills of adolescents.

REED 740 (3) GRANT WRITING IN EDUCATION

An opportunity to study the process and engage in supportive practice of professional writing and grant writing. *For advanced M.Ed in Reading Students.*

REED 751 (3) LANGUAGE, LITERACY, AND CULTURE

Historical Perspectives and current topics in the fields of linguistics, semiotics, and cultural studies. Critical literacy will be a major focus. The discussion of literacy learning in a variety of contexts. *For advanced M.Ed in Reading Students.*

REED 752 (3) LITERACY THEORY AND RESEARCH

Critical insights into past and current research and theory in the literacy field. Students will not only become familiar with various types of research but also begin to develop a thesis for their own research project.

EDUC 660 (3) TEACHING IN A MULTICULTURAL/MULTIETHNIC SOCIETY

The course will provide teacher-education students with the background knowledge, understanding, and techniques to deal effectively with children from diverse cultural and ethnic backgrounds. *Pre-requisite: 3 credits in education or PSYC 201.*

EDUC 761 (3) RESEARCH IN EDUCATION

Theory and methodology of educational research. This course prepares students for completion of individual research proposals and related reviews of research.

ECED 607 (3) LEARNER DIVERSITY AND INCLUSION IN EARLY CHILDHOOD EDUCATION

Theory, pedagogy, and related research on learner diversity with emphasis on developing appropriate classroom atmospheres, interpersonal interaction and an inclusive community.

ECED 609 (3) GROWTH AND DEVELOPMENT OF YOUNG CHILDREN

Current theory and research on the growth and development of young children, including both typical and atypical development; methods of studying behavior; implications for early childhood programs.

ELED 557 (3) ENGLISH FOR THE NON-ENGLISH SPEAKING CHILD

Methods of teaching English to elementary school children whose native tongue is another language, Prerequisite: Elementary language arts methods course, elementary teaching experience, or consent of instructor.

ISTC 501 (2-3) UTILIZATION OF INSTRUCTIONAL MEDIA

Materials, devices, techniques and settings are presented in an overview of the field of instructional technology. Laboratory experiences are provided in the operation of instructional hardware. *Must be taken for 2 credits if taken ISTC 269.*

SPED 637 (3) INCLUSION FOR THE CLASSROOM TEACHER

Background and legal bases, programs, methods, and materials for special needs children, and emphasis on the regular classroom. *Prerequisite: Student teaching or consent of instructor.*

Elective Concentrations

Students may choose to spread electives across topical areas or develop a concentration on a particular topic. Elective offerings grouped by topical concentration are listed below.

Teaching English Learners

- **REED 650 SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING**
- **REED 651 INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS**
- **REED 652 LINGUISTICS FOR EDUCATORS**

Note: This sequence is designed to prepare students for the Praxis II TESOL exam and MSDE TESOL endorsement. If students take these courses, they may apply for and obtain the Teaching English Learners Post-baccalaureate Certificate (TENL PBC).

Technology

- **ISTC 501 UTILIZATION OF INSTRUCTIONAL MEDIA**
- **ISTC 605 WEB-BASED INSTRUCTION**
- **ECED 606 RESEARCH AND PRACTICE ON MULTIMEDIA TECHNOLOGY AND LEARNING**
- **REED 660 INTEGRATING LITERACY AND TECHNOLOGY**

- **REED 670 NEW LITERACIES**

Literature & Writing

- **REED 670 WRITING INSTRUCTION**
- **REED 710 MULTICULTURAL LITERATURE FOR CHILDREN AND ADOLESCENTS**
- **SCED 518 YOUNG ADULT LITERATURE**

Research

- **EDUC 605 RESEARCH AND INFORMATION TECHNOLOGY**
- **REED 752 LITERACY THEORY AND RESEARCH**
- **REED 695 INDIVIDUAL STUDY IN READING EDUCATION**

Note: Students completing a literature review in REED 729 may then elect to develop their own research proposal in REED 752 and carry out a research project on their topic in REED 695.

Multicultural Studies

- **REED 710 MULTICULTURAL LITERATURE FOR CHILDREN AND ADOLESCENTS**
- **EDUC 660 MULTICULTURAL/MULTI-ETHNIC EDUCATION**
- **ECED 607 LEARNER DIVERSITY AND INCLUSION IN EARLY CHILDHOOD EDUCATION**
- **REED 751 LANGUAGE, LITERACY, AND CULTURE**
- *One of the Second Language Learning courses*

Reading Disabilities

- **REED 632 WORD STUDY**
- **SCED 637 INCLUSION FOR THE CLASSROOM TEACHER**

Advising Meetings

Upon entering the program, each student should meet with his or her advisor. Your advisor's contact information is included in your acceptance letter from the program. Together, you will complete an advising sheet, if you are not in a cohort, which will guide your course choices throughout the semester. Below

is a copy of the M.Ed. in Reading advising sheet. Please reach out to your advisor at anytime to discuss the Program and your progress.

Be sure to [Activate Towson University Email & Online Services Account \(NetID\)](#) to get started as a student.

**Towson University M.Ed. in Reading Program
Plan of Studies**

Name: _____ Social Security #: _____
Address: _____ Email _____
City/State/Zip Code: _____ Telephone (h): _____
work: _____ cell: _____ fax: _____

I. Professional Development Profile

A. Undergraduate Education

Degree and Major: _____
Institution: _____

Areas of Teaching Certification Current in Maryland:

B. Employment History

Current Position (if teaching - note grade, school, system):

Prior Experience:

C. Professional Development

1. Where do you want to be professionally in 5 years? 10 years?

2. What role will the M.Ed in Reading play in your professional development?

II. Program of Study

A. Required Reading Courses

Elective Courses (2 literacy-related)

___ REED 601 Reading Theory and Practice (3)

1. _____

___ REED 609 Reading Assessment (3)

___ REED 621 Reading Disabilities (3)

2. _____

___ REED 626* Clinic Internship in Reading (3)

- ___ REED 663 Strategic Use of Materials (3) 3. _____
- ___ REED 665 Teaching Reading & Writing in the Content Areas (3)
- ___ REED 745 Professional Development in Reading (3)
- ___ REED 726* Advanced Internship in reading (3)
- ___ REED 729 Seminar in Reading (3)

* One of the internship courses MUST be taken ON CAMPUS during the FALL OR SPRING semester.

Notes:

- Take REED 601, 609, and 621 in that order.
- REED 601, 609, 621, 663, and 665 must be taken before REED 626.

Warning: Courses (e.g. Children’s Literature) taken for undergraduate credit may not be repeated at the 500 level for graduate credit. Students should be sure that any course taken at the 500 level does not appear on a previous transcript with the same title.

Advisor: _____ Advising Dates 1. _____ 2. _____

ADDITIONAL INFORMATION REGARDING THE DEGREE

The Program of Study is considered to be an agreement between the student and the University insofar as it complies with the Graduate School Policies as stated in the Graduate School Catalog.

Program Portfolio

Students in the M.Ed. in Reading Program must develop a portfolio that reflects the IRA *Standards for Reading Professionals* and represents their performance in the nine required REED and three elective courses. Students present this portfolio at the end of their final course in the program. Students also hand in an electronic copy of the Portfolio contents. The portfolio must include (but is not limited to) the following course items:

PORTFOLIO REQUIREMENTS

REED 601 Literacy Autobiography
Reading Program Evaluation

REED 609 Emergent Literacy Report
Survey of School Literacy Assessments
Informal Reading Report or Analysis

REED 621 Disabled Reader Paper AND/OR Metacognition Paper
Focused Case Study Report
Conditions that Hinder Literacy Handout(s) and Reflection

REED 626 Final Case Report
Memo to Parents
Demonstration Lesson
Family Literacy Project (or from REED 726)

REED 663 Research Based Instructional Project
Text Set

REED 665 Curriculum Case Study
Curriculum Unit Plan

REED 745 Professional Development Project

REED 726 Reflection Journal
Parent Workshops Materials
Final Case Report

REED729 Seminar Research Paper & Presentation Handout
Portfolio Reflective Essay

PLUS ONE artifact from each of the three electives.

Reading Clinic

The Towson University Reading Clinic provides two opportunities during the Graduate Reading Program for graduate students to put what they are learning into practice. REED 626 (Internship in Reading) and REED 726 (Advanced Internship in Reading) are both practicum experiences in the Reading Clinic. In these experiences, the graduate teacher is assigned a student to teach under the direction of one of our professors. The students apply to the Clinic from many different counties, Baltimore City, private schools and some are even home schooled. We also have some wonderful adult students in clinic.

As you are preparing for Reading Clinic, you are required to complete REED 601, 663, 609, and 621. The Case Study Format and testing procedures used in Reading Assessment and Reading Disabilities courses are again used in the clinic classes.

Clients are chosen for clinic to give you new teaching opportunities in order to open up increased job opportunities in the future. If you teach elementary school, an effort is made to provide you with a student in a different grade that you are teaching, for example. Before you start clinic, a teacher information form will be sent to you to find out your past experiences so that we can extend your teaching to another grade level.

In REED 626, the first clinic experience, the teachers also do professional presentations for their peers on an area of their expertise and demonstrate a lesson in the “behind-the-glass” facility. This facility includes small teaching rooms with observation rooms. We all learn from one another.

In REED 726, the teachers mentor 626 teachers, give parent presentations, and oversee a volunteer. All of these experiences are ones that reading specialists often find themselves doing. We try to provide as many experiences as we can to prepare you for the many hats that reading specialist wear.

Reading Clinic is usually held on Tuesday and Thursday evenings. Before your semester in the first clinic, you are welcome to drop in and observe in the Clinic Observation Room to experience the excitement of clinic first hand. Just introduce yourself to Dr. Huggins, the Clinic Director, when you come. It is the desire of Dr. Huggins and the Clinic staff that the Reading Clinic at Towson becomes a “special place to be”.

Financial Aid

Financial assistance is available to Towson University graduate students through federal aid, graduate assistantships, and scholarships.

Federal Student Aid and Work Study

For information on federal student aid and work study, contact the financial aid office at 410-704-4236 or visit their Website at <http://onestop.towson.edu/finaid/>. You can fill out the FAFSA (Free Application for Federal Student Aid) at <http://www.fafsa.ed.gov/>.

Graduate Assistantships

The Graduate Studies Assistantship Program offers a limited number of graduate assistantships each year to qualified students. Students apply for assistantships either on campus or off campus for a period of either 10 or 12 months, full-time (20 hours per week) or half-time (10 hours per week). There are also a limited number of graduate teaching assistantships in certain programs. Students must submit an assistantship application and a resume.

To be eligible for an assistantship, students must:

- Be admitted to a degree program.
- Be in good academic standing and maintain a minimum semester grade point average of 3.0 in all courses taken for graduate credit during the assistantship.
- Register for degree hours during every semester of the assistantship. (Full-time assistants register for a minimum of six hours and half-time assistants for at least three hours.)
- Submit an assistantship application and resume.

Although there is no application deadline, most on-campus graduate assistants are selected in early spring. For more information about assistantships, call the Graduate Assistantship Office at (410) 704-4484 or e-mail to gao@towson.edu.

Scholarships

The College of Education provides scholarships to students in the Reading Education Programs:

- Check the website for scholarship information:
<https://www.towson.edu/coe/resources/scholarships.html>
- Scholarship applications are often due in January for the following academic year.

Professional Organizations

Consider joining a Reading professional organization. Below is information about the International Literacy Association and the State of Maryland International Reading Association Council.

International Literacy Association (ILA)

The International Literacy Association is a professional organization dedicated to promoting high levels of literacy for all by improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit. The organization enhances professional development and advocates for research and policy.

To join, visit <http://www.reading.org/association/membership/index.html>

State of Maryland International Reading Association Council (SoMIRAC)

The mission of SoMIRAC is to improve the level of literacy quality in the State of Maryland. They promote quality literacy instruction by supporting the mission of the ILA, disseminating best literacy practices to educators and parents, and advocating for literacy issues through legislation.

To join, visit <http://www.somirac.org/membership/membership.cfm>

Reading Related Web Sites

Organizations

www.reading.org International Literacy Association

<http://www.literacyresearchassociation.org/> Literacy Research Association

<http://www.ncte.org> National Council of Teachers of English

www.cbcbooks.org Children's Book Council

<http://www.ldanatl.org> Learning Disabilities Association

<http://www.aera.net> American Educational Research Association

www.nclld.org National Center for Learning Disabilities, Inc.

www.chadd.org Children and Adults with Attention Deficit/Hyperactivity Disorder

<http://www.nasponline.org/> National Association of School Psychologists

www.asha.org American Speech-Language Hearing Association

MSDE Certified Courses

These courses have been approved by the Maryland State Department of Education as follows:

Reading Courses	MSDE Category
REED 601 Reading Theory and Practice	Processes and Acquisitions
REED 609 Reading Assessment	Assessment
REED 663 Strategic Use of Materials	Materials
EDUC 787 Instruction in Reading	Instruction
REED 602 Teaching Reading: Theory and Practice	Secondary I
REED 665 Teaching Literacy in the Content Areas, PK-12	Secondary II

MSDE Endorsement in ESOL

The Graduate Reading Program has designed three courses (REED 650, 651 and 652) to prepare students to pass the Praxis II TESOL Exam, which MSDE requires for TESOL endorsement. In Maryland, if you are considered a “highly qualified teacher” and you take and pass the ESOL Praxis, you are then ESOL Certified.

- To determine if you are a “highly qualified” teacher in Maryland visit: http://www.marylandpublicschools.org/MSDE/programs/esea/docs/TQ_Regulations/special_areas.htm)
- For more information about completing the Praxis in Maryland visit: http://www.ets.org/praxis/md?WT.ac=praxishome_states_121126 .
- More information about the MSDE certification process can be found at: <http://www.marylandpublicschools.org/MSDE/divisions/certification> or by calling 410-767-0412.

Graduate School Policies

Grading System

- 95-100% = A
- 90-94% = A-
- 85-89% = B+
- 80-84% = B
- 70-79% = C
- Below 70 = failing

Academic Standing

Good academic standing in a degree program requires a minimum 3.0 GPA for all courses taken for graduate credit whether or not they are required for the degree. Good academic standing is necessary to transfer course work, and to graduate.

Should the degree student's average fall below a 3.0, a letter of academic warning will be sent. The GPA must be restored to 3.0 within 9 semester hours, completed in a one-year period from the semester in which the GPA fell below 3.0. A student on academic probation who does not restore the GPA to 3.0 as required will be withdrawn from the degree program. The 3.0 average may be restored by repeating courses or by taking additional courses. If courses beyond those required in the degree are taken to raise the GPA, a maximum of 6 semester hours approved by the graduate program director is allowed. All requirements for the program must be completed within the seven-year period permitted by the Graduate School policy.

Repeating Courses

Courses for which a grade has been awarded may be repeated only once. The grade of W does not replace a previously awarded grade. When the course is repeated, the student receives the credits for the course (counted once) and the higher of the two grades. Upon completion of the repeated course, the student must submit a Repeated Course form to Enrollment Services. Grades for courses taken at other institutions may not be used to replace grades for courses completed at Towson. Courses taken for undergraduate credit may not be repeated for graduate credit.

Withdrawal from a Course

When a student drops a course within the change-of-schedule period, no grade is recorded. If the course is dropped after the change-of-schedule period, but within the period to drop with the grade of W, the W grade will be recorded on the permanent record. Students who do not officially drop a course during the established time periods will receive the grade earned in the course (determined by instructor).

Students with documented medical problems or verified circumstances beyond their control may petition the associate dean of the Graduate School to drop a course after the established deadline and receive a grade of W. Documentation must accompany the petition. If approved, grades of W will be recorded for all unearned grades. Earned grades will not be changed.

Reenrollment

Graduate degree-seeking students who are unable to register as a result of a lapse in enrollment (missing two terms) must complete the Graduate Reenrollment Request Form (PDF). Call the Office of the Registrar with any questions, 410-704-2701.

Changing From Non-Degree Status to REED Program Status

A limit of 12 semester hours may be used in a program if taken by non-degree students who later apply for degree status.

How to Change Your Status:

1. Contact the Graduate School (410-704-2501) to let them know that you would like to be switched from NON-DEGREE status to a student in the M.Ed. in Reading (REED) Program.
2. Contact the Graduate Reading Office (410-704-5775) to alert us that you are changing your status.

Requesting Credit Transfers

We are looking to build a quality, comprehensive M.Ed. Degree, not just attain credits. Therefore, choose courses carefully.

- You may transfer up to 9 graduate credits (usually 600 level) from another institution.
- Except under special circumstances, transferred courses will be counted toward your degree as electives.
- Keep in mind that two of your three electives must be literacy courses; this applies to your transferred credits as well.

To Request a Transfer of Credits:

1. Download and complete a "Transfer Petition Form" found at <http://www.towson.edu/registrar/forms>. Follow the instructions at the bottom of the form to begin the transfer process.
2. Request OFFICIAL transcripts from the institution from which credits are being transferred.
3. Obtain OFFICIAL course descriptions of ALL courses being transferred. These can be obtained from a University Catalog. Make photocopies from the catalog. If catalog copies are not available, you may include a course syllabus from the course being transferred.

Notes:

- Courses taken prior to admission must have been from an accredited institution.
- Courses taken prior to admission will not be accepted if already used for a different Master's Degree.
- Courses must have a grade of B or higher.
- Pass/Fail courses are NOT accepted.
- The Graduate School requires that all transferred courses be taken no more than seven years before the start of the program.
- Decisions to accept transfer credits will be left to the graduate director. Courses from the following institutions, however, are not typically accepted for transfer into the Graduate Reading Programs: Hampton University, Shenandoah University, CaseNex, Walden University, Strayer University, and the University of Phoenix.

Change of Name

The change of name form can be located on Towson's website.
www.towson.edu -->Academics-->Registrar's Office -->Forms (on the left
hand side of the page) --> Change of Name form.

This can also be accessed through the following link:

http://www.towson.edu/registrar/Forms/documents/Change_of_Name_Form_INAC.pdf

Applying for Graduation

Eligibility:

1. All prerequisites and electives must be completed with a minimum GPA of 3.0.
2. A maximum of 6 semester hours of C grades are allowed for graduation.
3. Student must complete the Portfolio Gala Presentation and Portfolio Reflective Essay (completed concurrently with REED 729).
4. Only courses taken within the last 7 years count towards graduation.

Deadline for Submission:

1. Request for graduation needs to be submitted online at the Graduate School website: <http://www.towson.edu/registrar/graduation/>
2. Make sure that if there are any courses that should have been transferred to meet the requirements of the program have gone through the transfer process successfully. If this has not been done prior to applying for graduation, it could delay/prevent your graduation.
3. Call the Graduate School for specific dates and information (410-704-2501). Usually, graduation applications need to be filed within the first month of the semester of expected graduation.

Campus Resources

Graduate School Information, Administration Building, Room 236

Phone - (410) 704-2501

You can inquire about a campus orientation at the graduate school. A campus orientation will help familiarize you with the campus area.

Student ID, University Union, Room 118

Phone - (410) 704-2284/2285

Student ID's are necessary for checking out books from the library. Money can be put on the ID and used at various campus locations including the University Store.

The Graduate Student Association, Administration Building, Room 243

Phone - (410) 704-3967

The Academic Calendar, <http://www.towson.edu/registrar/calendars/>

Academic calendars can also be found in the coursebook. Coursebooks are available all over campus, especially in the Student Union, Administration Building, and Cook Library.

Financial Aid, Administration Building, Room 103

Phone - (410) 704-4239

Financial Aid can also provide you with information regarding scholarships.

Parking Services, University Union, Room 118

Phone - (410) 704-2284/2285

Parking permits are available at Parking Services. They will also have a map of all areas to park. Parking Services can inform you of what type of parking permit you will need (day, evening, part-time, etc.) You can also purchase a parking permit online at:

<http://www.towson.edu/adminfinance/auxservices/parking/permits/>

Library Resources/Research, Books, Journals, Cook Library

Phone - (410) 704-2461/2462

Sarah Gilchrist, (410) 704-5326 - Liaison to College of Education

Once you receive your student ID, you need to take it to the check out desk in the library for activation. Activation will allow you to check out books from the library and access University databases from home.

Copies, Copies + Copy Center (in Cook Library)

Phone - (410) 704-3254

Copies, transparencies, faxes, etc. can be done in the Copies + Copy Center.

Office of Technology and Support (OTS)

Phone - (410) 704-5151

OTS provides you with a Towson University email address, which you will need for any web-enhanced courses. They also can answer any computer related questions.

University Bookstore, University Union, 1st Floor

Phone - (410) 704-2665

Purchase books, supplies, snacks, etc. here with cash, credit, or with your student ID card (if money has been put on it).

Disability Support Services, Administration Building, Rm 232 B

Phone - (410) 704-2638

Writing Center, Liberal Arts Building, Rm 5330

Phone: 410-704-3426

E-mail: towsonwritingcenter@gmail.com

The Career Center, Administration Building, Suite 315

Phone - (410) 704-2233

Day Care, Auburn Drive

Phone - (410) 704-2652

Visit: <http://inside.towson.edu/intranetstudents/welcome.cfm>

for a comprehensive list of Services and Resources provided to Towson students.

Faculty Advisors

Students are assigned an advisor upon acceptance to the program. It is expected that students make appointments to meet with their advisor upon acceptance to design a Program of Study, if not in a cohort with a set sequence. It is suggested that students make appointments with their advisor early in the semester.

Main Campus/TLN:

Dr. Meghan Liebfreund

410-704-4492

mliebfreund@towson.edu

Southern Maryland:

Prof. Alyssa Zumpano

301-737-2500

azumpano@towson.edu

Resources

Handbook of Reading Research. (2010). Kamil, M. L., Pearson, P. D., Moje, E. B., & Afflerbach, P. P. (Eds). New Jersey: Lawrence Erlbaum Associates.

The Reading Teacher

You won't be able to put down this top-rated journal, a favorite with teachers of children ages 5 to 12. Packed with useful information and practical insights, RT takes on the issues most affecting literacy education today. (Taken from the ILA website: www.reading.org).

Journal of Adolescent and Adult Literacy

If you teach middle school, high school, or adult learners, you'll find this cutting-edge journal to be an essential resource. JAAL will inspire you to embrace innovative ways of teaching as you discover how literacy instruction for older learners is being reshaped by cyber-culture, new media, and other powerful influences. (Taken from the ILA website: www.reading.org).

Reading Research Quarterly

This resource is a must read for all literacy researchers and graduate students. Focusing on original and innovative research, RRQ promotes the exchange of information and opinion on literacy theory and practice affecting learners of all ages. (Taken from the ILA website: www.reading.org).

Language Arts

A journal of research and many practical ideas produced by the National Council of teachers of English. Find more information on the NCTE website at <http://www.ncte.org>.