Study Abroad in Reggio Emilia, Italy!

Friday, March 24– Friday, March 31, 2017

ECED Graduate students will be headed to Reggio Emilia, Italy in Spring 2017!
If that is not exciting enough, attending students will also have the option of visiting the schools in Pistoia, Italy!

World Renowned Schools & International Meeting Place

The experience of the Municipal Infant Toddler Centers and Preschools of Reggio Emilia is the subject of interest, research and exchange on the part of students, teachers, teacher educators, researchers, administrators, and political and cultural figures from all over Italy and throughout the world. The context and history of this community is highly regarded, rooted in choices made following WWII - not only pedagogical but also political, cultural and ethical choices which would support a new democratic society. The venue for the study group is the Loris Malaguzzi International Center. As described by Carlina Rinaldi, Pedagogista and President of Reggio Children, “It was created to give greater value to a strong and distinctive characteristic of Reggio Emilia; the ability to lend listening, visibility and support to the rights and requests of children, young people, families and teachers. The Center is a dedicated meeting place where professional development and research intersect for people in Reggio Emilia, Italy and the world who wish to innovate education and culture.”

Study Group Program includes:

- Visits to the Preschools and Infant Toddler Centers of the Municipality of Reggio Emilia
- Presentation and analysis of projects realized inside the Preschools and Infant Toddler Centers
- Time at the Loris Malaguzzi International Center to see current exhibitions, Ateliers, and the Documentation and Educational Research Center
- Group meetings among students and professors to share information about their own context and Reggio-related coursework at their US colleges and universities
- Cultural encounters within the city of Reggio Emilia
- Saturday welcome orientation and lunch meeting; breakfast daily and 2 lunches during the week

For more information or to be added to the interest list, please contact Melinda Bellafiore, Graduate Assistant, at ecedgrad@towson.edu.

Managing Editor: Dr. Janese Daniels
Editor: Melinda Bellafiore
Welcome to the 2016-2017 School Year!

Welcome back for the 2016-2017 school year! I hope that the start to your school year has gone well. I would like to thank Dr. Schroth for serving as Acting Graduate Director last semester in my absence. I am looking forward to meeting all of our new students who are beginning their graduate studies, and to seeing, again, our continuing students. Please feel free to stop by our office when you are on campus.

As registration for Winter classes begins in about one month, I’d like to gently remind you all to enroll in your courses for the next semester as soon as you can. We are pleased to be able to continue to offer you a variety of courses each term, including winter and summer. Sometimes, we have to cancel courses when not enough students have enrolled, which is difficult for everyone. Other times, we run out space when students wait until the last minute to enroll, which is also difficult for everyone. We want everyone to have a seat in the courses that we offer, but we need to be able to plan effectively for you. Let our office know if you have any questions.

I am excited about what the 2016-2017 school year holds for us all! Please do share your successes, big or small. We would love to highlight you in one of our newsletters! Once again, welcome back and have a terrific semester.

Our contact information:
ECED Graduate Office & Melinda Bellafiore’s extension: 410-704-2460
Dr. Janese Daniels: 410-704-4832
Mrs. Lisa Mason: 410-704-5271
ECED Grad Office E-mail: ecedgrad@towson.edu

2016 NAEYC Annual Conference!

NAEYC Conference in Los Angeles, California
Wednesday, November 2 - Saturday, November 5, 2016!

Here is the link to the conference’s website where you will find more detailed information on how to register:
http://www.naeyc.org/conference/.
The ECED Graduate Office offers congratulations and best wishes to the graduating Class of 2016!

We look forward to celebrating all of our ECED cohorts at the commencement ceremony on December 2nd at 3 PM. Please plan to attend.

What’s New with ECED Graduate Students!

**Congratulations to our Summer M.Ed. Graduates!**

*Main Campus*

| Huriya Ilyas |

*Howard County Cohort*

<table>
<thead>
<tr>
<th>Sarah Denton</th>
<th>Noel Morrisey</th>
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<tr>
<td>Lauren Johnson</td>
<td>Michele Ojo-Ade</td>
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<td>Tiffany Miles</td>
<td>Judith Small</td>
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<td>Danielle Wilder</td>
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*Southern Maryland Higher Education Center Cohort*

<table>
<thead>
<tr>
<th>Jennifer Arkley</th>
<th>Tabitha Dean</th>
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<tr>
<td>Rachel Ashby</td>
<td>Caitlyn Dudek</td>
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<td>Megan Barrows</td>
<td>Angela Figueiras</td>
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<td>Stephanie Campbell</td>
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<td>Janie Chang</td>
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<td>Jessica Daniels</td>
<td>Kathryn Sather</td>
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<td>Mandy Shaw</td>
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We are proud of the work that you have accomplished thus far and know you will do great things for young children and families!
IMPORTANT!!!

Students MUST use their students.towson.edu account in order to communicate with the ECED GRAD office.

Please contact the Office of Technology Services (OTS) for assistance with your TU email account:

http://www.towson.edu/technology/studentservices/netid.html

Information for ECED GRAD Students!

What is a NetID?

A "NetID" is the core computing account assigned to each student at Towson University. It consists of a username, email address, a password, and a set of computing services to which the NetID provides access including:

- Email
- Online file storage
- Web publishing
- Chat
- Videoconferencing
- Wireless access services

All NetID holders should follow the university guidelines for responsible computing.

Accessing Email

In partnership with Google, the university provides TU students with Google-hosted email accounts. Email is accessible once you have activated your NetID. Visit the OTS Webmail Powered By Google page for more details.

To access your Webmail Powered by Google email account:

Visit webmail.towson.edu
Enter your NetID and password, and log in

Using a Non-TU Email Account

If you are using a non-Towson email account, you could be missing assignments, time-sensitive financial aid information or other important campus correspondence. To ensure receipt of TU emails, automatically forward them to your preferred account. Visit the OTS Webmail Powered By Google page for more student email resources.
Important Upcoming Dates!

**Sat, Aug 20** Online Fall 2016 Graduation Application Deadline

**Mon, Aug 29** Fall Classes Begin

**Mon, Sept 5** Labor Day Holiday - TU CLOSED

**Mon, Sept 21** Permission for Enrollment Request for Minimester Courses are Due

**Mon, Oct 3** Registration opens for all students for Minimester 2016

**Fri, Oct 14** Internship Applications are Due at 4 PM

**Mon, Nov 9** Registration opens for graduate students for Spring 2016

*(Spring 2017 schedules will be posted in the October Newsletter)*

**Nov 23-27** Thanksgiving Holiday - NO CLASSES

**Mon, Nov 28** Classes Resume

**Mon, Dec 12** Last Day of Classes

**Wed, Dec 14** Final Exams Begin

**Tue, Dec 20** Last Day of Final Exams and End of Term

**Tue, Dec 20** Reception for Fall 2016 Graduates at 4 PM

**Wed, Dec 21** Fall Commencement for College of Education at 3 PM in the SECU Arena

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Important Fall Graduation Notice!

Saturday, August 20, 2016 was the Fall Graduation Application deadline.

Please call the Graduation Office at 410-704-2095 to apply for Fall Graduation.

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Requesting Permission for Enrollment

There are certain courses in our program that require special permission for enrollment, such as ECED 610, ECED 773, and a few others. This is to assist students in making sure they are registering for the right courses at the right time! A few weeks before registration for a semester begins, the newsletter or an email will be sent to students, listing the courses that require permission and deadlines for each semester. In return, students send their **TU ID#** (to review their transcripts) and **which course(s)** they wish to register for. It is imperative to be cognizant and adhere to each deadline; otherwise, the process become complex and time consuming. Once transcripts are reviewed after the deadline, a notification is sent to state whether permission has been **granted or denied**.

*Please know that requests are not a guarantee for approval!*
### Minimester Schedule 2017

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Day/Time</th>
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<tbody>
<tr>
<td>ECED 608</td>
<td>Integrated Curriculum and Authentic Learning in Early Childhood Education</td>
<td>Mason</td>
<td>T/W/Th 4:50-9:00 PM 4:30-8:40 PM</td>
</tr>
<tr>
<td>(MAT Only!)</td>
<td></td>
<td></td>
<td>Meeting Dates: Jan. 3, 4, 5, 10, 11, 12, 17, 18, 19</td>
</tr>
<tr>
<td>ECED 610.900*</td>
<td>Learning Environments: Curriculum &amp; Technology</td>
<td>Hooks</td>
<td>Online only</td>
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<tr>
<td>(Permission Only!)</td>
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<tr>
<td>ECED 752</td>
<td>Families, Schools and Communities in a Contemporary Context</td>
<td>Schroth</td>
<td>T/W/Th 4:30-8:40 PM</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting Dates: Jan. 3, 4, 5, 10, 11, 12, 17, 18, 19</td>
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### Anne Arundel County

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<th>Course Title</th>
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<tbody>
<tr>
<td>ECED 610</td>
<td>Learning Environments: Curriculum &amp; Technology</td>
<td>Daniels</td>
<td>Online only</td>
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<td>(Permission Only!)</td>
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*Students who wish to enroll in ECED 610 for the Winter 2017 semester should send an e-mail to the ECED Graduate Office (ecedgrad@towson.edu) before or on Monday, September 21, 2016 in order to have requested permission for enrollment in this course. Please note that requesting permission to enroll in certain courses does not guarantee approval for enrollment.*
Our Growing ECED Community!

A Warm Welcome to Our Newest Howard County Cohort!
Fall 2016

As we have continued cohorts in Anne Arundel County, we have started our newest and fourth cohort of M.Ed. students in Howard County! We wish all our new, continued, and graduated students all the best in their endeavors.

A Word from our ECED Faculty and Staff...

We want to congratulate the graduating Class of 2016 and welcome our new M.Ed. graduate students from all around the State of Maryland. We are excited about continuing our cohort in Anne Arundel County, starting a new cohort in Howard County, and launching our next cohort of early childhood professionals in Southern Maryland soon.
There are three options within the graduate program for the Department of Early Childhood Education: Master of Education (M.Ed.), Master of Education with Certification Option (M.Ed. with Certification Option), and Master of Arts in Teaching (MAT).

This page is designed to share information about each one, to keep you informed.

### Explanation of the ECED Graduate Degree Options

**The M.Ed.** prepares educators for the future: either by helping them grow in competence in their current career, or by providing a step forward in the field of early childhood education. The 33-unit program consists of seven required courses and four electives supporting a designated area of focus. The M.Ed. in Early Childhood Education is aligned with NAEYC Standards for Early Childhood Professional Preparation in Advanced Programs. The M.Ed. in Early Childhood Education is not designed to lead to initial teacher certification in Early Childhood Education.

**The M.Ed. with Certification Option** provides a certification option for Early Childhood graduate students who already have a background in the field of early childhood education, in addition to increased professional development at the graduate level. The M.Ed. with certification option consists of the seven required courses and four elective courses in the M.Ed. that are geared toward certification, as well as additional units in specific areas to meet certification requirements. The additional credits are determined according to an individual student's prior experience and coursework. They may include four reading courses, and an introduction to special education course, and along with an internship experience. (The "with Certification Option," for most students who choose it, will likely preclude taking electives unrelated to certification. Upon completion of the requirements, however, it results in the wording on the transcript that the student has completed a state-approved teacher preparation program.)

**The MAT** offers professionals, who have earned a Bachelor’s degree in a field other than education (like accounting, law, or history) or connected to education (such as social work), are not certified, and have little to no experience with young children, the opportunity to earn their Master of Arts in Teaching in order to teach in the public school system. The coursework and experiences within this program provide a direct foundation of knowledge and capability for those without prior education training. The MAT program courses are organized around four themes: Foundations, Curriculum, Clinical I, and Clinical II. There is a specific sequence for the courses, depending on the timeframe for completion of the program (students have the choice of choosing either the One-Year or Extended-Year Option).
Here is a helpful list of resources and tips for ECED graduate students to know as we enter a new school year:

*Please check your TU emails regularly and pay close attention to deadlines, especially when requesting permission for classes, confirming participation in graduate portfolios, and requesting internships, as these things take time to process and run much smoother when we are all prompt! The Office of Technology Services (OTS) can even link your TU email account to your personal or employee email count - just ask them how!

*Students can check their degree progress (how close they are to completing the M.Ed. degree requirements: Log into PeopleSoft, click “Home”, and search “My Academic Requirements”!

*To request an in-person or phone appointment with Dr. Daniels, please send an e-mail to the graduate assistant at: ecedgrad@towson.edu.

*M.Ed. with Certification Option Students must pass Praxis Core (or have taken Praxis I or any of the other approved testing alternatives) before they can student teach.

*If for any reason your name has changed, please complete the Name Change Form at this link: http://www.towson.edu/registrar/forms/documents/change_of_name_form_inac.pdf.

*It is important that you visit the graduate school’s website at least one semester before you are ready to graduate. Please visit the following website for directions concerning this matter: http://www.towson.edu/registrar/graduation/index.asp.

*Please view the following website to learn how to avoid plagiarism: https://owl.english.purdue.edu/owl/resource/589/01/. The Student Academic Integrity Policy is also available for review, as it is also written in every ECED course’s syllabus: http://inside.towson.edu/generalcampus/tupolicies/documents/03-01.00%20Student%20Academic%20Integrity%20Policy.pdf.

*In our building, Hawkins Hall, there is a student computer lab in the Education Technology Center (HH 210). Although free printing is no longer available, students can use the new Cloud Printing system using either their TU OneCard (free) or a credit card (small fee) at the printing station right across from the dining facility Au Bon Pain on the 1st floor - how convenient! For more information, please visit http://www.towson.edu/adminfinance/ots/support/wepa/ or download the WEPA app.

*The Writing Center is also another great resource for graduate students! They are here to provide individualized writing support to writers, whether they need research ideas or a second pair of eyes to review a paper before submitting it a professor. Please visit them either in our neighbor building, Liberal Arts, room LA 5330, or Cook Library Writing Desk.
The start of a school year should be a time of exciting new opportunities for all children, and maybe a little sadness that the summer is over. But 1 in 5 children in the United States live in poverty, which makes them likely to start the school year already behind their higher-income peers. This phenomenon is sometimes referred to as the “income achievement gap.”

Often, “achievement gap” refers to racial disparities in academic achievement—the fact that students of color tend to lag behind their white peers in terms of school readiness, test scores, educational attainment, and grades. The income achievement gap, on the other hand, is the disparity in academic achievement between students from high-income families and their less-affluent peers. Stanford researcher Sean Reardon, a frequently cited expert on the topic, has found that the gap in reading and math test scores between children in families with low and high incomes was twice as large as the gap between white and black students, for example.

Furthermore, while the black-white achievement gap has narrowed over time, the gap between high- and low-income students grew as much as 40 percent, when comparing children born in the 1970s to those born in 2001. Reardon’s latest research, using more recent data, indicates that the income achievement gap may have narrowed over the last 10 years. But even with this promising development, the gap is closing so slowly that Reardon and his colleagues estimate it would take at least 60 years for it to disappear completely.

Many obstacles, many solutions

Unfortunately, we still don’t know all the reasons why the income achievement gap exists, or why it has grown over time, but we have some probable explanations.

Children in lower-income households are less likely to have access to high-quality, learning-rich environments—in the home, in early care settings, or in schools. By comparison, high-income parents are able to invest more time and financial resources in their children’s education and in a home environment that is cognitively stimulating. Children in higher-income households are more likely to be read to regularly and exposed to a larger vocabulary. And higher-income parents vastly outspend low-income parents on other enrichment activities such as summer camps, extracurricular programs, and outside-of-school lessons.
Poverty threatens child development at more fundamental levels, as well. Neuroscientists have begun to measure poverty’s association with differences in children’s brain structure, particularly the areas of the brain that are related to language, reading, executive functioning, and spatial skills.

Girls and boys in poor and low-income families tend to have less access to nutritious foods during critical periods of brain development. They are more likely to live in neighborhoods where they are exposed to environmental toxins such as lead and toxic levels of stress (for example, from frequent or prolonged exposure to violence), both of which can impair cognitive development.

Given the multiple obstacles to lower-income children’s academic achievement, the solutions will have to stretch beyond the educational system, and include parents, caregivers, and communities. The best-case scenario would be to move more families out of poverty, but as a country we have not yet determined how to do that most effectively. Fortunately, there are a few proven or promising solutions that may help narrow the achievement gap for children who live in poverty now.

For low-income families, we can provide parents with support and education on positive parenting techniques and the importance of early brain development. One example of a successful approach is home visiting programs, in which trained professionals such as nurses conduct in-home visits with low-income parents, starting as early as pregnancy.

Outside of the home, we can expand access to high-quality preschool and early care for young children. My colleagues recently wrote about new legislation to improve families’ access to and awareness of Head Start and child care subsidies. Such strategies reap double benefits: young children get a boost in their readiness for school, and parents are supported in their efforts to maintain or improve their employment prospects, perhaps pursuing further education of their own. There are also some promising approaches for high-poverty schools, such as integrated student supports and focusing on accountability.

It is also critical that we address additional non-cognitive barriers to learning and healthy development, such as toxic stress. For example, many schools and early care settings are now using trauma-informed approaches to buffer children from the effects of adverse experiences and build strategies, such as mindfulness, that can improve critical executive function skills, such as self-control.

Income inequality has been an important talking point in the presidential campaign so far, and we’re sure to hear a lot more about it before Election Day, though neither candidate has given much airtime to disparities in academic achievement. Until we find a way to help the millions of low-income children in this country who are heading into the school year behind their higher-income peers, we’ll have a long way to go toward achieving equality.