

# Graduate Reading Education Program

*Towson University*



## Graduate Student Handbook

(Revised Fall 2015)

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### **FIND MORE INFORMATION ONLINE @**

Webpage: <http://grad.towson.edu/program/master/reed-med/index.asp>

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

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## **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 be completed on a full- or part-time basis. Most courses are offered in the early evening (ex. 4:20-6:50 pm) one night a week. The nine required courses are offered in fall and spring semesters with some offered in the summer.

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 Reading 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 Reading Association Standards for Professional Practice**

The Master of Education in Reading Program has met the standards of the International Reading 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 Professionals, 2010**

Elements	Descriptors	Courses
Standard 1: Foundational Knowledge	Understand the theoretical and evidence-based foundations of reading and writing processes and instruction	
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language, comprehension, strategic knowledge, and reading-writing connections	<ul style="list-style-type: none"> <li>• Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</li> <li>• Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).</li> <li>• Demonstrate critical stance toward the scholarship of the profession.</li> <li>• Read and understand the literature and research about factors that contribute to reading success (e.g. social, cognitive, and physical).</li> <li>• Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.</li> </ul>	601 663
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components	<ul style="list-style-type: none"> <li>• Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.</li> <li>• Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education</li> </ul>	601 663 729
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement	<ul style="list-style-type: none"> <li>• Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.</li> <li>• Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</li> </ul>	601 621 626 726

Standard 2: Curriculum and Instruction	Use instructional approaches, materials and integrated comprehension, balanced curriculum to support student learning in reading and writing	
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students.</li> <li>• Develop and implement the curriculum to meet the specific needs of student who struggle with reading.</li> <li>• Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.</li> <li>• Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K-12.</li> </ul>	626 726

<p>2:2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections</p>	<ul style="list-style-type: none"> <li>• Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</li> <li>• Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.</li> <li>• Support classroom teachers and education support personnel to implement instructional approaches for all students.</li> <li>• As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write</li> </ul>	<p>626 663 665 726</p>
<p>2:3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and a critical stance toward a variety of quality traditional print, digital, and online resources.</li> <li>• Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.</li> <li>• Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.</li> </ul>	<p>626 663 665 726</p>

<p><b>Standard 3: Assessment and Evaluation</b></p>	<p>Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</p>	
<p>3:1: Understand the types of assessments and their purposes, strengths, and limitations.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.</li> <li>• Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</li> <li>• Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> <li>• Explain district and state assessment frameworks, proficiency standards and student benchmarks.</li> </ul>	<p>609 621 626 726</p>
<p>3:2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes</p>	<ul style="list-style-type: none"> <li>• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.</li> <li>• Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.</li> <li>• Lead school wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.</li> </ul>	<p>609 621 626 726</p>
<p>3:3: Use assessment information to plan and evaluate instruction</p>	<ul style="list-style-type: none"> <li>• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.</li> <li>• Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.</li> <li>• Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.</li> <li>• Plan and evaluate professional development initiatives using assessment data.</li> </ul>	<p>609 621 626 726</p>
<p>3:4: Communicate assessment results and implications to a variety of audiences</p>	<ul style="list-style-type: none"> <li>• Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.</li> </ul>	<p>609 621 626</p>

	<ul style="list-style-type: none"> <li>Demonstrate the ability to communicate results of assessments to various audiences.</li> </ul>	663 665 726
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<b>Standard 4: Diversity</b>	<b>Create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</b>	
4:1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.</li> <li>Assist teachers in developing reading and writing instruction that is responsive to diversity.</li> <li>Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development</li> <li>Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development</li> </ul>	601 621 665 726 729 745
4:2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<ul style="list-style-type: none"> <li>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.</li> <li>Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.</li> <li>Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.</li> <li>Collaborate with others to build strong home-to-school and school-to-home literacy connections.</li> <li>Provide support and leadership to educators, parents and guardians, students, and members of the school community in valuing the contributions of diverse people and traditions of literacy learning.</li> </ul>	621 626 663 665 726 729 745
4:3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> <li>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</li> <li>Advocate for change in society practices and institutional structures that are inherently biased or prejudiced against certain groups.</li> <li>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated in to the literacy curriculum.</li> <li>Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.</li> </ul>	621 665 726 729 745

<b>Standard 5: Literate Environment</b>	<b>Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</b>	

5:1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction	<ul style="list-style-type: none"> <li>• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.</li> <li>• Modify the arrangements to accommodate student' changing needs</li> </ul>	621 626 663 665 726
5:2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> <li>• Create supportive social environments for all students, especially those who struggle with reading and writing.</li> <li>• Model for and support teachers and other professionals in doing the same for all students.</li> <li>• Create supportive environments where English learners are encouraged and given many opportunities to use English.</li> </ul>	626 663 665 726
5:3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	<ul style="list-style-type: none"> <li>• Understand the role of routines in creating and maintain positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</li> <li>• Create effective routines for all students, especially those who struggle with reading and writing.</li> <li>• Support teachers in doing the same for all readers.</li> </ul>	626 726
5:4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"> <li>• Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.</li> <li>• Support teachers in doing the same for all students.</li> </ul>	621 626 665 726

<b>Standard 6: Professional Learning</b>	<b>Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long and Leadership effort and responsibility.</b>	
6:1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture	<ul style="list-style-type: none"> <li>• Use literature and research finding about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.</li> <li>• Use knowledge of students and teachers to build effective professional development programs.</li> <li>• Use the research base to assist in building an effective, school wide professional development program.</li> </ul>	609 621 626 663 665 726 729 745
6:2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors	<ul style="list-style-type: none"> <li>• Articulate the research base related to the connections among teacher dispositions, student learning and the involvement of parents, guardians, and the community.</li> <li>• Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and wring with students, colleagues, administrators, and parents and guardians</li> </ul>	663 726 729 745

	<ul style="list-style-type: none"> <li>• Join and participate in professional literacy organizations, symposia, conferences, and workshops</li> <li>• Demonstrate effective interpersonal, communication, and leadership skills.</li> <li>• Demonstrate effective use of technology for improving student learning.</li> </ul>	
6:3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<ul style="list-style-type: none"> <li>• Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g. teacher workshops, group meetings, and online learning)</li> <li>• Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individual and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</li> <li>• Support teachers in their efforts to use technology in literacy assessment and instruction</li> </ul>	626 726 729 745
6:4: Understand and influence local, state, or national policy decisions	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.</li> <li>• Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</li> <li>• Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</li> <li>• Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</li> </ul>	726 729 745

## **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 TEACHING READING AND WRITING IN THE CONTENT AREAS 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.

## **Permit Requirements for REED 626, 726, AND 729**

To ensure that students have completed the prerequisite courses, and to identify students who need REED 626, 726, and REED 729, we have created a permit list. Students who wish to register for REED 626, 726, and 729 must contact the graduate assistants (REED@towson.edu) to be added to the permit lists as early as three semesters prior to the semester you hope to take the course. The sooner you contact the graduate assistants, the greater your chances in gaining permission to enroll in the course during the semester that you prefer.

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.

### **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 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 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.

### **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

### **Second Language Learning**

- **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.

### **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 must 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, which will guide your course choices throughout the semester. Below is a copy of the M.Ed. in Reading advising sheet:



**Reading Education M.Ed.  
PLAN OF STUDIES**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone - home: \_\_\_\_\_ work: \_\_\_\_\_ cell: \_\_\_\_\_

Towson Email \_\_\_\_\_

Personal

Email \_\_\_\_\_

Student

ID# \_\_\_\_\_

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, county):

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. **Plan of Study**

A. Required Reading Courses

\_\_\_\_\_ REED 601 Reading Theory and Practice (3)

\_\_\_\_\_ REED 609 Reading Assessment (3)

\_\_\_\_\_ REED 621 Reading Disabilities (3)

\_\_\_\_\_ REED 663 Strategic Use of Materials (3)

\_\_\_\_\_ REED 665 Teaching Reading & Writing in the Content Areas (3)

\_\_\_\_\_ REED 626\* Clinic Internship in Reading (3)

\_\_\_\_\_ REED 745 Professional Development in Reading (3)

\_\_\_\_\_ REED 726\* Advanced Internship in Reading (3)

\_\_\_\_\_ REED 729 Seminar in Reading (3)

\_\_\_\_\_ REED elective (3)

\_\_\_\_\_ REED elective (3)

\_\_\_\_\_ any College of Education (COE) elective (3)

**ELECTIVE examples:**

REED 628 Guided Reading

REED 632 Word Study for Improving Literacy

REED 660 Integrating Technology in Literacy Instruction

REED 710 Multicultural Literature for Children and Adolescents

REED 714 Adolescent Literacy

**\*ESOL Praxis Prep Courses as electives:**

REED 650 Social, Cultural, and Curricular Contexts for Second Language Learning

REED 651 Instruction and Assessment for Second Language Literacy Learners

REED 652 Introduction to Linguistics for Teachers of Language and Literacy  
*In Maryland, if you are considered a highly qualified teacher by the Maryland State Department of Education, and you take and pass the ESOL Praxis, you are then ESOL Certified.*

You can take the 3 ESOL Praxis prep courses as your electives.

See our website for a list of all of the electives:

<http://grad.towson.edu/program/master/reed-med/dr-reed-med.asp>

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

### **ADDITIONAL INFORMATION REGARDING THE DEGREE**

A. The Plan 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 Catalog.

#### **B. M.Ed. in Reading Education Requirements for Graduation**

Students in the M.Ed. in Reading Program must develop a portfolio that reflects the International Literacy Association's *Standards for Reading Professionals* and represents their performance in the program's courses. The portfolio must include (but is not limited to) the following course items:

##### **REED 601**

Literacy Autobiography  
Program Evaluation Project

##### **REED 609**

Informal Assessment Report  
Comparison of Tests Results or Emergent Literacy Assessment  
Survey of School Literacy Assessments

##### **REED 621**

Disabled Reader Paper or Metacognition Paper  
Focused Case Study Report  
Conditions that Hinder Literacy Handouts and Reflection (2010)

##### **REED 626**

Final Case Report  
Memo to Parents  
Demonstration Lesson

**REED 663**

Research-based Instructional Project  
Text Set

**REED 665**

Curriculum Unit Project  
Curriculum Case Study

**REED 745**

Professional Development Project

**REED 726**

Reflection Log  
Parent Workshops Materials  
Final Case Report

**REED 729**

Seminar Research Paper & Presentation  
Portfolio Reflective Essay

**PLUS ONE artifact from each elective.**

Advisor: _____	Advising Dates: 1. _____ 2. _____
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## **How To Activate Your NetID, and Enroll in a Class**

1. First, activate your Towson University online account. Go to <https://wwwnew.towson.edu/applications/ActivateStudentAccount/>
2. To begin enrollment, go to <http://inside.towson.edu>.
3. Click on the yellow tab titled "Towson Online Services" which is located under the "Top Links" heading.
4. Enter your username and password and click "login."
5. Click on "Self Service"
6. Click on "Student Center"
7. Click on "Enroll/Drop" which is located under the "Academics" tab
8. Choose the semester you are registering for and click "Continue."
9. On the left, under "Class Nbr," enter the class number for your first class and click "Enter"
10. It will say "The class has been added to your shopping cart."
11. When you are done adding all of your classes click the box that says "Proceed to step 2 of 3."
12. You will be asked to confirm your classes. If all of your classes are correct click the box that says "Finish enrolling."

*If you are having problems logging into your "Tiger account," you can contact OTS at 410.704.5151 for technical assistance. If you have problems registering, you can call Enrollment Services at 410.704.2701. As always, please feel free to contact our office at [REED@Towson.edu](mailto:REED@Towson.edu).*

## **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**

- |                        |  |
|------------------------|--|
| <b><u>REED 601</u></b> | Literacy Autobiography<br>Reading Program Evaluation   |
| <b><u>REED 609</u></b> | Informal Assessment Report<br>Emergent Literacy Assessment<br>Survey of School Literacy Assessments                                    |
| <b><u>REED 621</u></b> | Disabled Reader Paper or Metacognition Paper<br>Focused Case Study Report<br>Conditions that Hinder Literacy Handout(s) and Reflection |
| <b><u>REED 626</u></b> | Final Case Report<br>Memo to Parents<br>Demonstration Lesson<br>Family Literacy Project (or from REED 726)                             |
| <b><u>REED 663</u></b> | Research Based Instructional Project<br>Text Set   |
| <b><u>REED 665</u></b> | Curriculum Case Study<br>Curriculum Unit Plan  |
| <b><u>REED 745</u></b> | Professional Development Project   |
| <b><u>REED 726</u></b> | Reflection Journal<br>Parent Workshops Materials<br>Final Case Report  |
| <b><u>REED729</u></b>  | Seminar Research Paper & Presentation Handout<br>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](mailto:gao@towson.edu).

## **Scholarships**

The following scholarships are available to students in the Reading Programs:

### Graduate Reading Education Program Scholarship

- Amount of award: \$400
- Open to graduate students in good standing in the M.Ed. or Post-Masters Reading Program having completed the first two courses (REED 601 and REED 609 for the M.Ed.) with a GPA of 4.0.
- Submit a typed essay addressing the question: As a leader in the field of literacy, what are your visions, hopes, and plans for improving the literacies of specific populations? What are the possible long term outcomes of your plans? (1-3 typed pages)

### James Lindner Scholarship

- Amount of Award: varies
- Open to full-time degree-seeking students enrolled in Early Childhood Education, Elementary Education, Secondary Education, Special Education, MAT or M.Ed. programs with a minimum 2.5 GPA. Preference given to applicants who attended an inner city school.
- Submit a 500-word typed essay expressing your interests and views on teaching.

### Mary Daniels Taylor Memorial Scholarship

- Amount of Award: varies
- Open to part-time or full-time students enrolled in the Master of Education in Reading program who are in good standing and have successfully completed the prerequisite courses (REED 601, 609, 621, and 663 or 665) required before enrolling in the internship for Fall or Spring.
- Submit:
  - A typed essay responding to the following: As a students coming into the Reading Clinic internship, what are your experiences as a reader, teacher, parent, and/or someone who interacts with parents? How will these different perspectives influence your role as a reading specialist?
  - Also provide a typed paragraph addressing financial need.

**Scholarship applications are due in January. All scholarships require an official Towson University transcript, and official transfer transcripts if applicable.**

**You can find more information about scholarships through Towson's Office of Financial Aid or the Dean's office in Hawkins Hall 304.**

## **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](http://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](http://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](http://www.nclld.org) National Center for Learning Disabilities, Inc.

[www.chadd.org](http://www.chadd.org) Children and Adults with Attention Deficit/Hyperactivity Disorder

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

[www.asha.org](http://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:

<b><u>Reading Courses</u></b>	<b><u>MSDE Category</u></b>
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 Reading & Writing in the Content Areas, K-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. You need a score of 149 to pass.

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](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](http://www.ets.org/praxis/md?WT.ac=praxishome_states_121126) .

To register for the TESOL Praxis:

- Visit <http://www.ets.org/praxis>
- Under “Quick Links”, choose “Register for a Test”
- Choose “Register online for a Praxis Test!”
- The test that you need to register for is “English to Speakers of Other Languages”, Test Code: 0361

To add TESOL Endorsement to your current teaching certificate:

- If you are employed in a Maryland local school system, your request to add an endorsement will be processed by your local school system.
- If you are not currently employed in a local school system and you want to add an endorsement, submit the following:
  - Official transcript(s) in an unopened mailer (if not previously submitted) for all course work taken (community college, baccalaureate, post-baccalaureate, if applicable). For those endorsements requiring a master's or doctoral degree, your transcript must show the degree and date of conferral. Student copies in an unopened mailer are also acceptable. (Do not have the college/university send transcripts directly to this office.); or
  - Qualifying scores for the appropriate Praxis II assessment (if applicable). You may send test scores to MSDE in one of the following ways: notation on a college transcript or photocopy of the original score report; and
  - A cover letter with your name, complete mailing address, social security number, and the area of endorsement you are requesting. Day time telephone number and personal e-mail address are encouraged.
- Send your complete packet to the following address:  
Maryland State Department of Education  
Certification Branch  
200 Baltimore Street  
Baltimore, MD 21201
- 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 requires 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 one fall or spring term) must complete the Graduate Reenrollment Request Form (PDF). Call the Office of the Registrar with any questions, 410-704-2007.

*\*Note: There is a fee charged for reenrollment.*

### **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](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, 1<sup>st</sup> 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](mailto: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. It is suggested that students make appointments with their advisor early in the semester.

Dr. Gilda Martinez-Alba  
Hawkins Hall, Room 102E  
410-404-2480  
[gmartinez@towson.edu](mailto:gmartinez@towson.edu)

### **In Southern Maryland:**

Ms. Alyssa Zumpano  
[azumpano@towson.edu](mailto:azumpano@towson.edu)

## **Faculty Biographies**

### **Dr. Bess Altwerger, Professor [baltwerger@towson.edu](mailto:baltwerger@towson.edu) (Emerita)**

I began my career as an elementary classroom teacher and reading specialist in New York City Public Schools. I received a M.Ed. in Reading from Jersey City State College and a doctorate in Language and Literacy at the University of Arizona. Previously, I was a professor at the University of New Mexico for eight years, and worked with the Title I program of the Albuquerque Public Schools. I served for twelve years as a Language Arts consultant on Navajo reservations of Arizona and New Mexico, and for several years for the District of Columbia Public Schools. At Towson, I served as a professor of the ELED department before becoming a member of the Graduate Reading program. My scholarly interests include student-centered, critical literacy practices and the transactional nature of literacy processes, as well as my commitment to establishing literacy programs and policies based upon principles of democracy, equity and social justice.

### **Dr. Shelly Huggins, Reading Clinic Director & Lecturer**

[shuggins@towson.edu](mailto:shuggins@towson.edu)

What I lack in geographical diversity, having lived and worked in Maryland my entire life, I have gained in varied educational opportunities. I earned my elementary certification at Salisbury University, my Masters in Reading at Towson, and my Doctorate in Urban Educational Leadership from Morgan University. In my 13 years of experience in Baltimore County Public Schools, I have served as a teacher in the areas of math, science and language arts; as a reading specialist/coach in elementary and secondary schools; and as a literacy leader, grant coordinator and administrator. As an alumna of Towson University, I was thrilled to return to teach here full time first in the Elementary Education Department and now in the Graduate Reading Program. My passions lie in serving my faith, my family and my profession. I have a special interest in the adolescent learner, particularly boys who struggle with literacy.

### **Dr. Barbara Laster, Professor [blaster@towson.edu](mailto:blaster@towson.edu)**

For 20 years before coming to Towson in 1994, I was a reading specialist at elementary, middle, and high schools in multiple states and schools. My research interests include adolescent literacy, teacher development, technology and literacy, and issues of diversity – all of which link my work in anthropology from the University of Florida, my M.Ed. in Reading Supervision from Ohio University, and my Ed.D. in Curriculum and Instruction from Virginia Tech. I am now a Professor in the Graduate Reading Program. In my personal life, reading is a great pleasure and writing is both a passion and a challenge. I am a gardener of plants, literacy learners, and teachers.

### **Dr. Meghan Leibfreund, Lecturer [mleibfreund@towson.edu](mailto:mleibfreund@towson.edu)**

I am a new faculty member in the Elementary Education Department in the College of Education. I specialized in early reading instruction and intervention, receiving my Ph.D. in the spring of 2014 from North Carolina State University. Previously, I earned my master's and BA degrees from the Ohio State University. Over a 6 year period, I was an

elementary school teacher in North Carolina and Ohio. My research focuses on instruction and early intervention for struggling readers, and readers' comprehension of informational text.

**Dr. Gilda Martinez-Alba, Program Director & Associate Professor**

[gmartinez@towson.edu](mailto:gmartinez@towson.edu)

I earned my B.S. in Elementary Education with an area of concentration in Science at the University of Maryland, and then worked in Howard County public schools as a regular classroom teacher. I soon realized many of my students were struggling readers, which is why I pursued an M.S. in Education-Reading at the Johns Hopkins University (JHU). Then, I worked as a reading specialist across the state for an organization called the Center for Reading Excellence, which was a partnership between the Maryland State Department of Education, the Kennedy Krieger Institute, and the JHU. While I was working there, I decided to work on my Ed.D. in Teacher Development and Leadership at the JHU and I also created and advised for the English as a Second Language (ESL) graduate certificate at JHU. However, once I graduated with my Doctorate, it was time to move on to a more secure tenure-track position, and I found it at Towson University. While here, I helped put together the 3 course sequence to assist teachers in preparing for the ESOL Praxis, became the Reading Clinic Director, and am currently the Graduate Reading Program Director.

**Dr. Stephen Mogge, Associate Professor** [smogge@towson.edu](mailto:smogge@towson.edu)

I received my Masters in Education (Reading) and Ph.D. in Education (Reading, Writing, Literacy Program) in 2001 from the University of Illinois at Chicago. I recently published my dissertation as a book, *Confronting Intolerance: Critical, Responsive Literacy Instruction with Adult Immigrants*. I was the Director of a second-chance high school for drop-outs and wards of the state, taught adolescent and adult literacy, and have consulted extensively with teachers at the preschool, elementary, and adult literacy/ESL levels. Prior to coming to Towson, I was a professor at Columbia College in Chicago where I created and coordinated a developmental reading program for the school and consulted extensively with faculty.

## **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](http://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](http://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](http://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>.