The M.Ed. in Reading Education 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.

The M.Ed. in Reading Education program can be completed on a part-time basis. Most in-person courses are offered in the early evening (e.g., 4:20-6:50 p.m.) one night per week. Some courses are offered in hybrid or fully online formats. All nine required courses on campus are offered in fall or spring terms and many are offered during the summer.

The Reading Clinic
Director: Shelly Huggins
Hawkins Hall 107H, 410-704-2558
readingclinic@towson.edu

This practicum experience is for graduate students in the master’s degree program in Reading. The Reading Clinic provides diagnostic and remediation services to individuals in the community who need improvement in reading and writing.

Admission Requirements
Candidates for admission must submit an application essay that addresses the applicant’s experience and/or approach to caring for all students, collaboration with other professionals and commitment to professional practice. Candidates for admission to the Master of Education in Reading Education program must also meet the criteria for admission to all graduate programs at the university: a 3.00 GPA for the last 60 units of undergraduate and post-baccalaureate study. Students can be admitted conditionally to the M.Ed. in Reading Education program with a 2.75 GPA. Those admitted conditionally must receive an “A” or “B” in the first three REED courses they take in the program. Candidates who completed their bachelor’s degree more than 5 years ago with less than a 3.00 can be admitted to the program by documenting five years of successful education-related work experience.

Candidates in the M.Ed. in Reading Education Program are not required to have or be eligible for a teaching certificate. This is to allow individuals interested in careers that do not require a state teaching certification (e.g., community college developmental reading, adult literacy education, private schools, the publishing industry) to pursue the degree. It is, however, important to understand that completing the M.Ed. in Reading Education does not carry automatic state certification. Maryland State Certification for Reading Specialist has three requirements:

- Eligibility for teacher certification in early childhood, elementary, secondary or special education
- Three years of classroom teaching experience
- M.Ed. in Reading Education from an approved program (e.g., Towson University)

To be admitted to the program, send all official transcripts to University Admissions, and write the admissions essay (which covers how you are caring, committed, and collaborative in the field of education) and submit it along with the online graduate application.

Non-immigrant International Students
Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complyingj1-f1-regulations.html), and contact the International Student and
Scholars Office (https://www.towson.edu/academics/international/issso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

## Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Required Courses</td>
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<tr>
<td></td>
<td>The M.Ed. in Reading Education requires nine specific courses, five of which must be taken before the first clinical practicum, REED 626. Consult with your assigned adviser about the sequence of courses. It is suggested that REED 745, and REED 726 be taken near the end of the program and that your final course be REED 729.</td>
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<tr>
<td>REED 601</td>
<td>READING THEORY AND PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>REED 609</td>
<td>READING ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>REED 621</td>
<td>READING DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>REED 663</td>
<td>STRATEGIC USE OF MATERIALS</td>
<td>3</td>
</tr>
<tr>
<td>REED 665</td>
<td>TEACHING READING AND WRITING IN THE CONTENT AREAS PREK-12</td>
<td>3</td>
</tr>
<tr>
<td>REED 626</td>
<td>CLINICAL INTERNSHIP IN READING</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>There are two required clinical practica or internships in the program: REED 626, and REED 726. They are both 3-unit experiences that require 45 contact hours with clients, parents and fellow clinicians each term. (These courses are known as Reading Clinic and are typically scheduled for 4:30 p.m. during the academic school year.) In addition to working with one client, the students enrolled in the advanced internships are responsible for providing parenting workshops on a variety of topics as well as serving as coaches to novice teachers. If a student withdraws from REED 626 or REED 726 without consulting with the instructor, he or she must petition the director of the program in order to re-enroll in the course. All REED graduate students are responsible for understanding professional expectations. In addition to fulfilling all academic requirements, successful completion requires demonstrated professional behavior, including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with students, parents and colleagues, and acceptance of diversity.</td>
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<tr>
<td>REED 729</td>
<td>SEMINAR IN READING</td>
<td>3</td>
</tr>
<tr>
<td>REED 745</td>
<td>PROFESSIONAL DEVELOPMENT IN LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
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<tr>
<td>There is considerable flexibility in elective course selection in order to meet the unique program needs of individual candidates. Two of the three electives must be literacy courses. Please check with your assigned adviser for guidance. Suggested courses include (but are not limited to) the following:</td>
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**Literacy Electives**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>REED 628</td>
<td>GUIDED READING</td>
</tr>
<tr>
<td>REED 632</td>
<td>WORD STUDY FOR IMPROVING LITERACY</td>
</tr>
<tr>
<td>REED 650</td>
<td>SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING</td>
</tr>
<tr>
<td>REED 651</td>
<td>INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS</td>
</tr>
<tr>
<td>REED 652</td>
<td>INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY</td>
</tr>
<tr>
<td>REED 660</td>
<td>INTEGRATING TECHNOLOGY IN LITERACY INSTRUCTION</td>
</tr>
<tr>
<td>REED 670</td>
<td>SPECIAL TOPICS IN READING EDUCATION (e.g., Adolescent Literacy, Writing Instruction)</td>
</tr>
<tr>
<td>REED 695</td>
<td>INDIVIDUALIZED STUDY IN READING EDUCATION</td>
</tr>
<tr>
<td>REED 710</td>
<td>MULTICULTURAL LITERATURE FOR CHILDREN AND ADOLESCENTS</td>
</tr>
<tr>
<td>REED 714</td>
<td>ADOLESCENT LITERACY</td>
</tr>
<tr>
<td>REED 751</td>
<td>LANGUAGE, LITERACY AND CULTURE</td>
</tr>
<tr>
<td>EDUC 610</td>
<td>THEORY, RESEARCH AND PRACTICE IN TEACHING COMPOSITION (Maryland Writing Project Summer Institute)</td>
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<tr>
<td>Other Electives</td>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ECED 607</td>
<td>LEARNER DIVERSITY, CULTURAL RESPONSIVENESS, AND INCLUSION IN EARLY CHILDHOOD EDUCATION</td>
</tr>
<tr>
<td>ECED 609</td>
<td>GROWTH AND DEVELOPMENT OF YOUNG CHILDREN</td>
</tr>
<tr>
<td>EDUC 660</td>
<td>MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES</td>
</tr>
<tr>
<td>EDUC 761</td>
<td>INQUIRY FOR PRACTICE</td>
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<tr>
<td>ISTC 501</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
</tr>
<tr>
<td>ISTC 605</td>
<td>WEB-BASED INSTRUCTION IN EDUCATION</td>
</tr>
<tr>
<td>ISTC 663</td>
<td>APPLIED PSYCHOLOGY OF LEARNING</td>
</tr>
<tr>
<td>ISTC 667</td>
<td>INSTRUCTIONAL DEVELOPMENT</td>
</tr>
<tr>
<td>ISTC 687</td>
<td>COMPUTER-BASED INSTRUCTION</td>
</tr>
<tr>
<td>PSYC 611</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
</tr>
<tr>
<td>SPED 637</td>
<td>INCLUSION FOR THE CLASSROOM TEACHER</td>
</tr>
<tr>
<td></td>
<td>Total Units 36</td>
</tr>
<tr>
<td></td>
<td>There are two required clinical practica or internships in the program: REED 626, and REED 726. They are both 3-unit experiences that require 45 contact hours with clients, parents and fellow clinicians each term. (These courses are known as Reading Clinic and are typically scheduled for 4:30 p.m. during the academic school year.) In addition to working with one client, the students enrolled in the advanced internships are responsible for providing parenting workshops on a variety of topics as well as serving as coaches to novice teachers. If a student withdraws from REED 626 or REED 726 without consulting with the instructor, he or she must petition the director of the program in order to re-enroll in the course. All REED graduate students are responsible for understanding professional expectations. In addition to fulfilling all academic requirements, successful completion requires demonstrated professional behavior, including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with students, parents and colleagues, and acceptance of diversity.</td>
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</tbody>
</table>

## Program Exit Requirements

Students must earn the grade of “A” or “B” in REED 626, REED 726 and REED 729. Each course may be repeated once, if necessary. Students not earning an “A” or “B” in each of those courses are dismissed from the program.

Throughout the program, students collect key assignments, along with the grade sheets, which become artifacts in their Program Portfolio. At the conclusion of the REED 729 course, students are required to present their Program Portfolio to faculty and to new students in the program. They are also required to submit a Portfolio Reflective Essay.

Element 1.1 Candidates 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.

Element 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components.

Element 1.3
Candidates understand the role of professional judgment and practical knowledge for improving all students reading development and achievement.

Element 2.1
Candidates use foundational knowledge to design or implement an integrated, comprehensive and balanced curriculum.

Element 2.2
Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge and reading writing connections.

Element 2.3
Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Element 3.1
Candidates understand types of assessments and their purposes, strengths and limitations.

Element 3.2
Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

Element 3.3
Candidates use assessment information to plan and evaluate instruction.

Element 3.4
Candidates communicate assessment results and implications to a variety of audiences.

Element 4.1
Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

Element 4.2
Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs and engagement with the features of diversity.

Element 4.3
Candidates develop and implement strategies to advocate for equity.

Element 5.1
Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

Element 5.2
Candidates design a social environment that is low risk and includes choice, motivation and scaffolded support to optimize students’ opportunities for learning to read and write.

Element 5.3
Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions and peer feedback).

Element 5.4
Candidates use a variety of classroom configurations (i.e., whole class, small group and individual) to differentiate instruction.

Element 6.1
Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development and school culture.

Element 6.2
Candidates 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.

Element 6.3
Candidates participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.

Element 6.4
Candidates understand and influence local, state or national policy decisions.