# READING EDUCATION M.ED.

Degree: Master of Education
https://www.towson.edu/coe/departments/elementary/grad/reading/

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The Master of Education in Reading Education program is designed to prepare reading teachers or reading specialists, primarily for PreK-12 education but also for community colleges, industry, adult education programs, commercial education centers and private practice. The 36-unit program is highly structured with nine required courses and three electives (two of which must be in the area of literacy). It is developmental in design. Students grow in both their knowledge and application as they proceed through the program.

The Graduate Reading Education Program at Towson University does not subscribe to a particular position on reading. It closely reflects the broad, comprehensive knowledge and pedagogical skills and strategies outlined in the *2017 Standards for the Preparation of Literacy Professionals* developed by the International Literacy Association.

The goals of the M.Ed. in the Reading Education 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 individually or in groups.
- Communicate with colleagues, parents and the community about literacy issues, including conducting professional development workshops on literacy topics.
- Coach and/or mentor colleagues.
- Advocate for literacy development among all populations.
- Read and interpret literacy research.
- Continue to grow professionally by reading professional journals and by participating in reading conferences and workshops.
- Master essential dispositions of educators (caring for all students, collaboration with stakeholders, and commitment to professional practice).

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., 4:30-7:00 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.

## Requirements

## Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

## Degree Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| 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. | | |
| REED 601 | READING THEORY AND PRACTICE | 3 |
| REED 609 | READING ASSESSMENT | 3 |
| REED 621 | LITERACY FOR DIVERSE LEARNERS | 3 |
| REED 663 | STRATEGIC USE OF MATERIALS | 3 |
| REED 665 | LITERACY IN THE CONTENT AREAS PREK-12 | 3 |
| REED 626 | CLINICAL INTERNSHIP IN READING [1] | 3 |
| REED 726 | ADVANCED CLINIC INTERNSHIP IN READING [1] | 3 |
| REED 729 | SEMINAR IN READING | 3 |
| REED 745 | PROFESSIONAL DEVELOPMENT IN LITERACY | 3 |
| **Electives** | | |
| 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: | | 9 |
| Literacy Electives | | |
| REED 632 | WORD STUDY FOR IMPROVING LITERACY | |
| REED 650 | SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING | |

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| REED 651 | INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS |
| REED 652 | INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY |
| REED 660 | INTEGRATING TECHNOLOGY IN LITERACY INSTRUCTION |
| REED 670 | SPECIAL TOPICS IN READING EDUCATION (e.g., Adolescent Literacy; Writing Instruction) |
| REED 695 | INDIVIDUALIZED STUDY IN READING EDUCATION |
| REED 710 | MULTICULTURAL LITERATURE FOR CHILDREN AND ADOLESCENTS |
| REED 714 | ADOLESCENT LITERACY |
| REED 751 | LANGUAGE, LITERACY AND CULTURE |
| EDUC 610 | THEORY, RESEARCH AND PRACTICE IN TEACHING COMPOSITION (Maryland Writing Project Summer Institute) |
| Other Electives | |
| ECED 607 | LEARNER DIVERSITY, CULTURAL RESPONSIVENESS, AND INCLUSION IN EARLY CHILDHOOD EDUCATION |
| ECED 609 | GROWTH AND DEVELOPMENT OF YOUNG CHILDREN |
| EDUC 660 | MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES |
| EDUC 761 | INQUIRY FOR PRACTICE |
| ISTC 501 | INTEGRATING INSTRUCTIONAL TECHNOLOGY |
| ISTC 605 | E-LEARNING DESIGN AND DEVELOPMENT |
| ISTC 663 | INTRODUCTION TO LEARNING SCIENCES |
| ISTC 667 | INSTRUCTIONAL DESIGN AND DEVELOPMENT |
| PSYC 611 | DEVELOPMENTAL PSYCHOLOGY |
| SPED 637 | INCLUSION FOR THE CLASSROOM TEACHER |
| **Total Units** | **36** |

[1] 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 internship are responsible for providing parent 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.

# 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.

# Learning Outcomes

**International Literacy Association’s Standards for the Preparation of Literacy Professionals (2017)**

*Standard 1: Foundational Knowledge*

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

*Standard 2: Curriculum and Instruction*

Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

*Standard 3: Assessment and Evaluation*

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

*Standard 4: Diversity and Equity*

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

*Standard 5: Learners and the Literacy Environment*

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

*Standard 6: Professional Learning and Leadership*

Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

*Standard 7: Practicum/Clinical Experiences*

Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.