

**GRADUATE AND PROFESSIONAL STUDIES**  
**ACADEMIC CATALOG**  
**2023-2024**

**GOUCHER**  
—college—

# Academic Calendar 2023 - 2024

<b>SUMMER 2023</b>	
Summer 2023 Registration Opens	Monday, April 10, 2023
Juneteenth observed – No classes	Monday, June 19, 2023
<b>Term 1:</b> Low-Residency & Graduate Programs in Education (8 weeks online) Last day to Add/Drop – T1 Last day to Withdraw – T1	Tuesday, May 30 – Friday, July 21, 2023  Monday, June 5, 2023 Friday, July 7, 2023
<b>Term 2:</b> Low-Residency (on campus residency + 3 weeks online) Last day to Add/Drop – T2 Last day to Withdraw – T2	Friday, July 21 – Friday, August 18, 2023 Wednesday, July 26, 2023 Friday, August 4, 2023
<b>Term 3:</b> Low-Residency (12 weeks online; separate from residency) Last day to Add/Drop – T3 Last day to Withdraw – T3	Tuesday, June 1 – Friday, August 19, 2023 Monday, June 8, 2023 Friday, August 5, 2023
APSI - SU22 Term: includes Online, In Person, and Capstone	Monday, June 20 – Friday, July 21, 2023
<b>FALL 2023</b>	
Fall 2022 Registration Opens	Monday, June 12, 2023
Start of Fall Semester	Monday, August 21, 2023
Last day to add/drop Term 1 course	Friday, August 25, 2023
Last day to add/drop Fall Semester course	Friday, September 1, 2023
Last day to withdraw from Term 1 course	Friday, September 29, 2023
Last day Term 1	Friday, October 13, 2023
First Day Term 2	Monday, October 16, 2023
Last day to add/drop Term 2 course	Friday, October 20, 2023
Thanksgiving Break – Campus Closed	Thursday & Friday, November 23 & 24, 2023
Last day to withdraw from Term 2 course	Wednesday, November 22, 2023
Last day to withdraw from Fall Semester course	Wednesday, November 22, 2023
Last Day of Fall Semester	Friday, December 8, 2023
<b>WINTER 2024</b>	
Winter 2023 Registration Opens	Monday, November 6, 2023
Start of Winter Semester (for residency dates, see program director)	Tuesday, January 2, 2024
Last Day to add/drop Winter course	Friday, January 5, 2024
Martin Luther King Jr Day – Campus closed	Monday, January 15, 2024
Last Day to withdraw from Winter course	Friday, January 12, 2024
Last Day of Winter Semester	Friday, January 26, 2024
<b>SPRING 2024</b>	
Spring 2023 Registration Opens	Monday, November 6, 2023
Start of Spring Semester	Monday, January 29, 2024
Last day to add/drop Term 1 course	Friday, February 3, 2024
Last day to add/drop Spring Semester course	Friday, February 9, 2024
Last day to withdraw from Term 1 course	Friday, March 8, 2024
Last day Term 1	Friday, March 22, 2024
First Day Term 2	Monday, March 25, 2024
Last day to add/drop Term 2 course	Friday, March 29, 2024
Last day to withdraw from Term 2 course	Friday, May 3, 2024
Last day to withdraw from Spring Semester course	Friday, May 3, 2024
Last day of Spring Semester	Friday, May 17, 2024
2023 Commencement	Friday, May 24, 2024

## MISSION

Goucher College provides an innovative liberal arts education that prepares students with a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.

## VISION

A top-100 national liberal arts college known for offering a transformational education that delivers graduates who can solve complex problems within a diverse, global community.

## IDEALS

The college's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility and a system of personal and professional ethics.

Goucher believes these goals are best achieved in an environment that responds to students both as individuals and as members of multiple groups. Accordingly, education at Goucher is based on an expanding sense of community--a community where discourse is valued and practiced, where students attend small classes and interact closely with faculty and one another, and where students can participate in and lead extracurricular programs.

In undertaking this mission, Goucher recognizes the centrality of four curricular and extracurricular themes:

1. Scholarship and academic excellence in traditional disciplines in the Humanities, Social Sciences, Natural Sciences/Mathematics and the Arts.
2. An interdisciplinary approach to important areas that cross or transcend the boundaries of traditional disciplines, including world peace, the environment, and the nature of knowledge.
3. An international outlook extending liberal arts education beyond Western cultures to encompass the perspectives and achievements of other members of the world community.
4. Commitment to experiential learning on and off campus as well as abroad, requiring students to apply and extend what has been learned in the classroom.

### Accreditations

Institutional and Programmatic Accreditation and Authorization

- Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, Pennsylvania 19104, 267-284-5000.
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, Maryland 21201, 410-767-3301.

## GRADUATE PROGRAM ADMISSIONS

The Graduate and Professional Studies offers graduate programs in the fields of education, creative writing, and other professional fields, with online, hybrid, and evening classes.

Notable faculty, customized and self-paced program plans, as well as hands-on experiences are all benefits of enrolling in one of Goucher College's graduate programs.

Application requirements vary by program, and details are available [online](#).

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## ACADEMIC PROCEDURES

### GRADING SYSTEM

The grading system is as follows: A (4.0), B (3.0), C (2.0), D (1.0), F (0.0), P (Pass), NP (No Pass), I (Incomplete), W (Withdraw), R (Repeated), FX (Failure to Attend and to Withdraw Officially). The letter grades may be modified by plus or minus as follows: A, B+, B-, C+, C-, D+, and D-.

An Incomplete (I) is deleted from the student's record when the grade for the course is submitted.

Students can access final grade report and review schedules through [myGoucher](#).

Transcript requests and degree and certificate issuance are processed by the Registrar's Office. Information about requesting a transcript is available [online](#).

### CALCULATION OF A GPA

Only courses completed at Goucher or through a Goucher-sponsored program are included in the GPA calculation. Each semester, the credit hour value of each course attempted for a grade is multiplied by the numerical value of the earned grade to determine the quality points earned. The total number of quality points earned in these courses is divided by the total number of graded credit hours attempted resulting in the GPA for the semester. This system does not apply to the MFA in Nonfiction, which uses a pass-fail model.

The cumulative GPA is the total of the quality points earned in all courses divided by the total number of graded credit hours. Semester GPAs are not averaged together to create the cumulative average. The numerical value of grades is as follows: A=4.0, A-=3.67, B+=3.33 B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, F/FW=0.0

### PASS/NO PASS

With the exception of capstones, theses, internships, major papers, and independent studies, only graduate students enrolled in the MFA in Nonfiction may take courses on a pass/no pass basis. Pass is equivalent to any grade from A through B-. A grade of P or NP has no effect on a student's grade point average, though in the Nonfiction program a Marginal Pass or No Pass grade does affect academic standing.

### COURSE LOAD

A student must take at least one course per semester, unless a leave of absence has been granted. Students who want to take more than

three courses per semester need program director approval. Students have five years (seven years for dual degrees) to complete the academic requirements of their program.

### ACADEMIC PROGRESS TOWARD A DEGREE

(\*Note this may be different than the Financial Aid Regulations regarding academic progress.)

Students must continue to make satisfactory academic progress towards a degree each term. Graduate students are expected to achieve this through the cumulative GPA requirements and successful credit load. Both are described below.

### GPA STANDARDS AND STATUS

At the end of each semester, each graduate program director reviews the records of all students enrolled in the program. As part of the continued guidance each student receives, program directors may ask the Academic Review Committee to evaluate the record of any student who earns a D+ or lower on a course (NP in Creative Nonfiction courses) or a W on two courses, or whose grade point average falls below a 3.00 (2.67 for those enrolled in the Graduate Programs of Education). Based on this evaluation, the committee may place the student on probation, have the student repeat any course in which the student's work was unsatisfactory, or remove the student from the program. Please note: Any student who receives a grade below a B- (or C- in the Graduate Programs of Education) on a core course must retake the course for credit. Students can elect to retake electives to receive a new grade. Please also note that students who are part of some cohorts and school systems are required to earn a C or better to gain reimbursement or direct pay benefits.

A student's academic status is based on their academic record and may fall into one of the following categories:

- Good academic standing: A student meets the academic standards of the program.
- Academic probation: A student fails to meet the academic standards of the program, but there is the potential for the student to regain good academic standing if the student meets certain conditions.
- Academic dismissal: A student on academic probation fails to meet the conditions of academic probation, the GPA requirement, or other academic standards of the program. A student may not return after academic dismissal.

Probationary students who meet requirements and make progress, return to good academic standing. Students who still fall below the requirements for good academic standing are placed on probation for one additional semester. Students who fail to regain good academic standing after two consecutive probationary semesters may face temporary dismissal. See the Reinstatement of Students Previously

Withdrawn or Dismissed section regarding the policy and processes for dismissed students to return to the College.

advised to withdraw from class and the College. Please refer to Goucher's leave of absence and withdrawal [policies](#).

## APPEAL TO ACADEMIC STANDING

A student may appeal a determination of academic standing rendered by the Academic Review Committee (ARC), which is chaired by the Associate Provost for Curriculum and includes two program directors and one alternate. The directors serving on ARC will be appointed by the ARC chair for a renewable two-year term. The appointment of the alternate ensures that during any review decisions are not influenced by the director of the program associated with the decision. The program director of the student involved in the decision will present information, but will have no vote.

A student appealing a determination of academic standing must follow the following process:

Within 10 business days of the date they receive ARC's written decision, the student must submit a written appeal to the Associate Provost for Curriculum. The appeal should include a description of any circumstances leading to the student's academic difficulties and a statement of steps the student intends to follow to improve his or her academic status, as well as any documentation or other materials or information in support of the appeal. The 10-day appeal period begins from the date of the signed return receipt or, barring that, from the date of the first attempted delivery of the certified letter.

The appeal will be decided by the Graduate Review Board (GRB). This committee is chaired by the Provost and is composed of two faculty members, who are appointed by the Provost and who include a graduate faculty member not affiliated with the student's program and the chair of the Graduate Studies Committee or their representative. The GRB will make its decision based on a review of the student's academic records, the decision letter of the ARC, the written appeal, and any materials presented in support of the appeal. The GRB will issue a written decision that upholds, changes, or remands the ARC's decision, and explains the GRB's reasons for reaching its decision. The decision of the GRB is final and not subject to further appeal.

## ACADEMIC RESPONSIBILITIES

In fulfilling their academic responsibilities, students have a degree of autonomy commensurate with their obligations to Goucher's social and academic communities. Students' academic obligations and responsibilities include regular class attendance and systematic preparation in all phases of their work.

Any student who must be absent from class for a disproportionate amount of time due to a personal reason (illness, injury, life-threatening illness or death in the immediate family, etc.) may be

## ACADEMIC HONOR CODE

The cornerstone of Goucher's academic community is the [Academic Honor Code](#). Adopted in the first decade of the 20<sup>th</sup> century, the code emphasizes the importance of personal honor and moral integrity that reflect those qualities in the Goucher community. The Student Code of Conduct is available online [here](#).



## COMMENCEMENT

Commencement exercises are held once a year in May. To participate, a student must complete all academic requirements for the appropriate degree and settle all college accounts and all student disciplinary matters. A student who is in good academic standing and is within three credits of completing graduation requirements may participate in commencement exercises only if documentation demonstrates that the remaining credits will be completed by August thirty-first of that year. Permission for students finishing in the summer to participate in the May commencement must be granted by the Associate Provost for Curriculum in consultation with program directors. Students must submit a petition, with documentation, to the Associate Provost at least three weeks before commencement.

The college reserves the right to decline the release of a cap and gown to any student who has not been cleared for graduation. Students completing graduation requirements in the summer will be awarded their degree in late August, and students completing requirements in the Fall will be awarded their degree in December.

## AUDITS

Graduate students are not permitted to audit courses in any graduate program.

## ADD/DROP DEADLINES FOR COURSES

Students may add or drop any full semester course using the online registration system ("myGoucher") during the open add/drop period, which ends on the fifth business day of the semester. Between the fifth and tenth business days of the semester, students may add or drop courses by submitting an online course change form to the Office of the Registrar. Adding a course during this period is not automatic, as joining a class late can put a student at a disadvantage. Students may not add a full semester course after the tenth business day. Actual dates for each term are available online.

## WITHDRAWAL FROM COURSES

Student may enroll during open registration or during the add/drop period and they may drop a course without a withdrawal appearing on the transcript until the tenth day of class. If a student withdraws from a class after this time, they will receive a grade of W. Students should refer to the academic calendar, which is available online for all registration deadlines, including add, drop, withdrawal, and other important dates.

Withdrawn courses count toward course load and tuition charges. A W has no effect on a student's grade point average or on the student's credit completion rate, but two Ws will trigger a review by the Academic Review Committee (see GPA Standards and Status). Students who fail to comply with the withdrawal procedures within the published deadline will receive an F.

## GRADE APPEAL

The purpose of the Grade Appeal Policy is to establish a consistent procedure for students to seek review of final grades assigned in courses at Goucher College. Grades other than final course grades may not be appealed. The policy recognizes the right and responsibility of faculty members to exercise their professional judgment in evaluating academic performance and the right of students to have their academic performance judged in a fair and impartial manner.

A student may appeal a final course grade only on the grounds that

1. the grade was assigned based on a miscalculation or clerical error;
2. the grading standards for the course were not clearly articulated by the instructor, or the grade was assigned in a manner inconsistent with articulated standards;
3. the grade was assigned on some basis other than performance in the course; or
4. the grade was assigned in a manner other than that used for other students in the course.

At all levels of review, the burden of demonstrating that a grade should be changed rests with the students.

The deadline for any grade changes is 90 days past the semester in which the grade was originally received. The full policy is available online.

## CHANGE OF GRADE BY A FACULTY MEMBER

Grades are subject to revision by the faculty member for a period not to exceed 90 days after the end of the semester in which the course was taken. After 90 days, grades recorded in the student's official record become part of the permanent academic record, and no changes are allowed.

If a faculty member determines that a grade change is necessary, they will complete a "Grade Change Form," which must be approved by the program director. If the program director is submitting the form, it must receive approval from the Associate Provost. The director will notify the faculty member of the decision and, if the alteration is sanctioned, the affected student.

## INCOMPLETE GRADE PROCEDURES

Students may request an Incomplete (I) by submitting an [Incomplete Grade Request](#) to their faculty member prior to the last day of classes. Incomplete grades are allotted to students who present a documented medical or other valid reason that may prevent them from completing a course within the academic semester. An incomplete should be issued only after roughly 75 percent of the coursework has been completed. **The student must initiate the incomplete with the instructor in time for the faculty to submit the form to the registrar by the last day of classes.** Sufficient documentation, such as a doctor's note expressing the need for the Incomplete Grade Request, must accompany all requests. All documentation must be submitted to the instructor before the final day of the class for which the student requests the incomplete. The instructor must also use the incomplete request form to document the work required to complete the class, and the student's and instructor's signatures. Students have until the sixth week of the following semester to submit their completed work to their instructor, unless the instructor notes otherwise. If the work is incomplete by the last day of the sixth week or noted deadline, the student will receive an F. Unresolved incomplete grades will be changed to Fs at the end of the examination period of the semester in which the student agreed to submit the work.

If extenuating medical circumstances exist, students may request a further extension through the Academic Review Committee. Extension requests beyond the first six weeks must be accompanied by a doctor's note and submitted to the Academic Review Committee for approval.

Incompletes are at the instructor's discretion, they are not guaranteed and should not be used if a student falls behind for other reasons, including workload.

## REPEATED COURSES

If a student repeats a course, all course iterations and grades will be listed on the transcript but only the grade and credits from the most

recent iteration will count towards the student's GPA and total credits towards graduation. Note that a student who earns an F in the second iteration of a repeated course under this policy, will lose any prior credits earned via a previous iteration.

A student may not repeat a course more than twice without program director approval. Graduate Program directors must approve a third attempt at a course, and if a student does not pass for a third time, they may not take the course again at Goucher College. The student may take the course at another accredited graduate school and transfer it to Goucher if the student has not already exceeded the number of transfer credits, including Educator's Institute classes.

This policy does not apply to withdrawals.

## LEAVE OF ABSENCE

Students in good academic and financial standing with the college may request a leave of absence for professional, personal, or financial reasons for no more than two semesters during their degree candidacy. To request a leave of absence, students must complete a form available online [here](#) and obtain required approvals.

Students receiving Title IV financial aid who take a leave of absence are treated as having withdrawn from the college. This means that the six-month grace period for Federal Direct Loans begins the day after the last date of the academic activity at the college. Repayment of Federal Direct Loans begins on the day after the grace period ends. Forbearance on repayment is possible under certain circumstances.

Students on a leave of absence are expected to return to the college at the conclusion of their leave. The time spent on a leave of absence is not counted as part of the maximum program length. The right to use college facilities is suspended while the leave is in effect.

Students who leave Goucher without declaring leave or who are on leave for more than two semesters will be withdrawn and must apply for reinstatement. Policies regarding withdrawal for Title IV financial aid will take effect.

## RETURNING FROM A LEAVE OF ABSENCE

A student who returns from an approved leave of absence does not need to apply for readmission, but confirm their plans, where applicable, with Financial Aid, the Bursar, the Registrar's Office, and the appropriate program advisor and program director at least 30 days before the semester begins. Students on leave are responsible for meeting regular college deadlines to file for financial aid and register for courses.

## WITHDRAWAL FROM THE COLLEGE

A student who wants to withdraw from the college must have no financial balance by either individual payments or financial aid, inform the program director in writing, and complete the following [form](#). A student who withdraws and wishes to return to the college is required to apply for reinstatement.

In some necessary cases, students may be involuntarily withdrawn from the College for medical reasons. See the College's policy on [Medical/Compassionate Withdrawal](#).

A student's withdrawal may affect his or her academic record, tuition charges, and financial aid. See the satisfactory academic progress policy for your program, the refund policy, and return of federal Title IV funds policy.

## REINSTATEMENT OF STUDENTS PREVIOUSLY WITHDRAWN OR DISMISSED

Degree-seeking graduate students who have not enrolled in courses for over one academic year must re-apply, addressing in an essay the circumstances that led to this gap (e.g., withdrawal, suspension due to conduct violation, or dismissal) and the changes taken to decrease the likelihood of recurrence. Dismissed students must wait a full academic year before petitioning reinstatement through the application process. Reinstatement is not guaranteed, as it is subject to approval by program directors.

Please note that an academic year consists of a cycle of fall, winter, spring, and summer semesters, or 12 months, taken as a continuous whole from the beginning of the semester in which the student left the program. If a student requests reinstatement after five years (seven years for the Master of Arts in Teaching and dual degrees), program directors will evaluate completed credits to ensure they meet current standards. Not all credits may apply based on age and content. Students will receive one full year, or 12 months, to complete their degrees, with the possibility of petitioning at the end of that year to extend for one final year.

## TRANSFERRING CREDITS

As a part of program's admissions application, students may apply to transfer up to 12 graduate-level credits by submitting a transcript, course descriptions, and a statement about their relevance to the degree. Program directors determine whether the courses meet degree requirements.

## ASSESSMENT

Goucher has an ongoing program of assessment to evaluate the effectiveness of the college and to ensure that it is meeting its goal of providing a high-quality education. The assessment program includes opinion surveys, interviews, and testing. Students are

expected to participate in assessment activities throughout their time at Goucher.

## COURSE REFLECTIONS

A comprehensive system of student reflections on course construction, student engagement, faculty instruction and support, and student learning is considered vital to the academic community. At the end of each course, students are expected to complete and return course reflections.

## ACADEMIC ADVISING

Curricular guidance is offered by an academic advisor who works with the student to develop an academic plan of study. Students can access their course schedule, grades and transcript, search for courses, register for courses, and access billing and financial aid information via [myGoucher](#).

## CAREER EDUCATION OFFICE

The Career Education Office (CEO) helps students discover and pursue careers that combine their interests, skills, and values. The CEO offers programs and services to help students at all stages of the career planning process and encourages students to visit the office early and often during their time at Goucher. The CEO assists students with career exploration, student employment, internships, and full-time employment. Students can connect with the CEO through individual appointments, drop-in advising, or [email](#). Additional information about the CEO services can be found [online](#).

## RESIDENCY INFORMATION

Students enrolled in Arts Administration, Nonfiction, Cultural Sustainability, and Historic Preservation are required to attend in-person Residencies. During residency, students participate in classes, field trips, special events with guest speakers and film screenings, and informational sessions. Residency is important to develop an intellectual community and to build relationships with other students and faculty. To help develop this community, students are expected to share meals in the dining hall. Although residency is a collaborative experience, each program's session has its own nuances. More information is available [online](#).

## TECHNOLOGY REQUIREMENTS AND RESOURCES

The minimum computer requirements for students can be found [online](#). Computers, software, and internet access are the responsibility of the student. Enrolled students can access Microsoft Office for [free](#). Because Goucher will provide students with an e-mail address when they enter the program, all college communication will be sent to the e-mail address provided. Students are expected to check their email several times a week, and they may choose to forward their Goucher e-mail to another address as directed. They can also access [IT support and training](#).

## NON-MATRICULATING STUDENTS

A non-matriculating student can take up to 12 credit hours with the permission of the program director.

## GOUCHER GRADUATE PROGRAMS ALUMNI PURSUING A SECOND DEGREE

Alumni can automatically transfer up to 12 credits from their first graduate degree and apply those credits towards earning a new degree. This is akin to earning a dual degree, albeit over a longer period of time. The exception is the Graduate Programs of Education, which do not permit alumni to transfer credits earned from program outside the field of education. Transfer of credits would be permissible with the program director's approval. There is no time limit on returning to Goucher for the second degree. The credits will not expire.

## CHANGING DEGREE PROGRAM

Students may change their degree program by submitting a degree change request form and the essay required as a part of the desired program's admissions application.

## GENERAL COLLEGE POLICIES

### DIVERSITY STATEMENT

We at Goucher College are dedicated to social justice, diversity, and multiculturalism as fundamental components of our mission and ethos. We champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation and socioeconomic status. Understanding that power, privilege, and other forces of inequity play a role in shaping our individual and collective experiences and identities, we are committed to productive dialogue and meaningful action in addressing our differences. We approach this ongoing work with courage, integrity, care, and respect.

#### Statement of Compliance with Title IX

Goucher College is subject to the provisions of Public Law No. 92-318, Title IX, and the regulations promulgated thereunder (34 C.F.R. Subtitle A, Part 106), which prohibit discrimination on the basis of sex in any education program or activity receiving federal financial assistance.

Goucher College does not discriminate on the basis of sex in the educational programs or activities that it operates.

Goucher College's Title IX Coordinator can be reached at [titleixcoordinator@goucher.edu](mailto:titleixcoordinator@goucher.edu) or at:

Title IX Coordinator  
1021 Dulaney Valley Road  
Baltimore, MD 21204  
410-337-6570

The Title IX Coordinator is responsible for coordinating the efforts of Goucher College to comply with and carry out its responsibilities under Title IX.

### NONDISCRIMINATION NOTICE

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a Nondiscrimination Policy and Grievance Procedure that is available online.

The Title IX Coordinator is responsible for coordinating the efforts of Goucher College to comply with and carry out its responsibilities under the college's Non-Discrimination Policy.

## SEXUAL MISCONDUCT, RELATIONSHIP VIOLENCE, AND STALKING

Goucher College's Policy on Sexual Misconduct, Relationship Violence and Stalking provides important protections and information for victims and survivors of sexual misconduct, including sexual violence, relationship violence and stalking, as well as disciplinary procedures and sanctions for individuals who are found to have violated the policy. The policy also includes a complaint process, consisting of both informal and formal procedures. The complete Policy on Sexual Misconduct, Relationship Violence, and Stalking is available online.

### CONFLICTS OF INTEREST

It is the responsibility of all members of the Board of Trustees, all officers and administrators, all faculty, and all other employees of Goucher College to exercise their best care, skills, and judgment in directing, administering, and operating the affairs of the college. Accordingly, it is the policy of Goucher College that such individuals shall act in a manner consistent with their responsibilities to the college and shall avoid circumstances in which their own financial or other interests could present an actual, potential, or apparent conflict of interest.

This policy does not attempt to describe or address every situation that might create an actual, potential, or apparent conflict of interest. As a general principle, however, all trustees, officers and administrators, faculty, and other employees of the college should avoid any actions or situations that might result in or create the appearance of using their association with the college for private gain, giving unwarranted preferential treatment to any outside individual or organization, or losing their independence or impartiality of judgment in the discharge of duties and responsibilities on behalf of the college. The complete conflict of interest policy is available online.

### INTERNATIONAL STUDENTS

Goucher College is authorized under federal law to enroll nonimmigrant alien students.

### VETERANS

Under the provisions of the various federal laws pertaining to veterans' educational benefits, Goucher College is authorized to provide for the education of qualified veterans and, when eligible, for the spouses and children of deceased or disabled veterans. Students eligible for veterans' benefits must apply for admission, pay their bills, and register in the same manner as nonveteran students. Reimbursement is made by the Department of Veterans' Affairs (VA). To receive benefits, students must qualify for benefits and must comply with the rules that have been established by the VA and the policies currently in effect at Goucher. Students receiving benefits

must pursue a program of courses that leads to the exact educational objective listed on the student's VA Enrollment Form. Continuation of VA payments is contingent upon the student's meeting the college's academic standards for all students. The student must also meet any standards of progress that may be established by VA regulations.

The Department of Veterans Affairs requires that Goucher College complete and file an enrollment certification form for determination of VA benefits. An enrollment certification form is submitted electronically by the school certifying official (SCO) after the \_add/drop period for each semester for all veterans who have submitted the required verification of eligibility for VA benefits. The Goucher school certifying official is located in Student Administrative Services.

Program details and requirements can be found online.

## MILITARY CALL TO ACTIVE DUTY

When students are called to active duty in the United States Armed Forces, Goucher College will provide as much assistance as possible. Policies and procedures have been developed in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities. Students should consult the Veterans' Readmission Policy for more information.

## STUDENT RECORDS AND FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to Student Administrative Services, the dean of students, or other appropriate official written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Goucher College to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA or any superseding law authorizes disclosure without consent. One such exception is disclosure to school officials with legitimate educational interests. A school official is:
  - A person employed by the college in an administrative, supervisory, academic, research, or support staff position, including the Office of Public Safety and Health Center staff;
  - A contractor, consultant, volunteer, or other party to whom the college has outsourced an institutional service or function that the college would otherwise use employees to perform, provided that party is under the direct control of the college with respect to the use and maintenance of education records;
  - Individuals serving on the Board of Trustees;
  - Students serving on official boards or committees such as the Academic Honor Board, the Graduate Studies Committee, or a grievance committee; or
  - A person assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the college also discloses educational records without consent to officials of another school in which a student seeks or intends to enroll. Disclosure without consent is also permitted for information designated by the college as directory information. As permitted by FERPA, without prior consent of the student the college may at its discretion disclose as directory information the student's

- Name
- Local address, telephone number, and campus e-mail address
- Home address and telephone number
- Date and place of birth
- Photograph
- Participation in officially recognized activities and sports
- Height and weight of members of athletic teams
- Dates of attendance
- Enrollment status (e.g., undergraduate or graduate, full time or part time)
- Graduation date and anticipated date of graduation
- Academic field of study
- Degrees, awards, and honors received
- Previous institution(s) attended
- Class (e.g., graduate)

A student may request that all of this information not be released by filing a written request to that effect with the Registrar's Office in Student Administrative Services by the end of the first full week of classes. Once such a request is filed, it will be honored for the remainder of the academic year in which it was submitted. Requests to withhold directory information must be filed annually with the Registrar's Office. Students should carefully consider the consequences of any decision to withhold any category of directory information. It will require that any future requests for such information from non-institutional persons or organizations be denied, and will prevent such information from being included in the Student Directory. Further information about FERPA can be found online.

## STUDENT GRIEVANCE PROCEDURE

Goucher has established a process for students to express and resolve misunderstandings, concerns, or grievances that they have with any college employee in a prompt, fair, and equitable manner. This procedure emphasizes informal resolution. The Student Grievance Procedure is available online.

## CLERY ACT COMPLIANCE

In accordance with the Clery Act, Goucher College publishes an annual security report disclosing campus security policies and three years of selected crime statistics, as well as information about crimes that might pose a threat to the community, basic rights that must be accorded to victims of sexual assault, relationship violence and stalking, and the college policy regarding alcoholic beverages and substance abuse. A printed copy of the report is available, upon request, at the Office of Public Safety and on the college website.

## ALCOHOL, TOBACCO, AND OTHER DRUG POLICIES

The college's policy prohibiting alcohol abuse, smoking in college buildings and the illegal manufacture, distribution, dispensation, possession, or use of alcohol and illicit drugs is designed to promote both the health and safety of all members of the community and their rights to an environment free from the effects of substance abuse. All students and employees are required to comply with this policy, which is adopted in compliance with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act Amendments of 1989, and the Drug-Free Schools and Campuses Regulations.

## ACCESSIBILITY SERVICES

Goucher College seeks to provide equal educational opportunities for qualified students with disabilities. This is consistent with our Community Principle of Inclusion, which states that we will acknowledge and embrace the unique gifts and differences of our community members. We are committed to compliance with Section

504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other relevant state and federal legislation.

The Office of Accessibility Services (OAS) works with faculty, staff and students to provide appropriate accommodations so that students have an equal opportunity to participate inside the classroom and in college programs and activities.

If you have questions about the accommodation process, please send them to [graduateadmissions@goucher.edu](mailto:graduateadmissions@goucher.edu).

## OTHER POLICIES

College rules and policies regarding other matters—such as computer use, loss of student eligibility for federal aid due to drug-related offenses, and the Academic Honor Code—are available online.

## FINANCIAL INFORMATION

### FEES AND EXPENSES

Graduate tuition and fees are available online.

### Tuition, Fees and Charges to the Student's Account

Students must sign the "Financial Responsibility" document each semester in order to remove this hold and register in myGoucher. Instructions are available in myGoucher, through the student's advisor, or through the Registrar's Office. The student is responsible for all tuition, fees, and charges to the student's account. The college shall impose a late charge for unpaid tuition, fees, and charges to the student's account after the date on which payment is due. Fees and charges cover the entire semester and are due and payable whether or not the student chooses to remain enrolled.

By accepting an offer of admission, students agree to pay all fees and charges established by Goucher, including reimbursement of any collection agency fees, if applicable. Such fees may be based on a percentage of the amount owed to Goucher, up to a maximum of 24%. Goucher may also recover all costs and expenses, including reasonable attorney's fees it incurs in such collection efforts. Students agree to abide and be bound by all policies and procedures of the College as published on the Goucher website and as set forth in the Academic Catalogue, Campus Handbook, Financial Aid Award Guide, and Net Partner (Goucher's financial aid system).

Fees subject to change without notice.

### Electronic Billing

Goucher sends electronic account statements to student Goucher e-mail addresses. It is the responsibility of the student to update any e-mail changes online.

### Health Insurance\*

Graduate students seeking health insurance should visit [www.healthcare.gov](http://www.healthcare.gov) to compare plans available in their state. The federal regulations for the Special Enrollment period are 60 days after the date your coverage ends. Students should check with their state exchange to confirm their Special Enrollment period. This eligibility is the only way students can get a Government Plan outside of Open Enrollment. Students may also want to check the Internet to find other health insurance options offered in the private sector.

All fees incurred at the Health Center are the student's responsibility.\*

Fee subject to change without notice.\*

## REFUND POLICY

There are no refunds, partial or full, to students after the add/drop deadline. Students who tuition and fees. If a late drop can be processed with full documentation, the refund will be determined by the Graduate Billing Office. Refunds and documentation are subject to approval by program directors, the Graduate Billing Office, and Enrolment Management.

## FINANCIAL AID

Please be advised that priority deadlines do exist for all forms of financial aid. If students have any questions regarding financial aid, they should contact The Office of Student Financial Aid at [finaid@goucher.edu](mailto:finaid@goucher.edu) and financial aid includes loans, scholarships and grants awarded.

Financial aid is available to qualified applicants in the master's programs. Students participating in the professional development certificate programs are not eligible to receive federal financial aid. The form and amount of aid will vary depending on the program and credits in which the student is enrolled. Please refer to the college's financial aid website for general information and the college's Financial Aid Policy Guide for Graduate Students for specific details regarding the financial aid process and programs, including eligibility requirements, a description of the various aid programs, information on financial aid adjustments and the disbursement process, as well as alternative financing options. Financial aid regulations are subject to change without notice.

## STUDENT SUPPORT SERVICES

Students, faculty, and staff will have access to Navigate, which is a system that will report student grades early in the semester and prior to withdrawal period ending. The system will allow comments of concern, which will reach the advisor, program director, and appropriate offices. Students will be able to make appointments online with advisors and appropriate offices.

All students are eligible for a One Card with the access to buildings and library materials that it entails.



*Information contained in this catalogue is correct at the time of printing. The college reserves the right to change programs of study, academic requirements, course offerings, policies, regulations, procedures, calendar, financial aid, fees, and other matters as educational and financial considerations require. This catalogue is not to be regarded as a contract.*

*Revisions and additions to the curriculum are published at the beginning of each semester. It is the responsibility of the student to keep apprised of all changes.*

## GRADUATE ACADEMIC PROGRAMS

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Graduate Programs of Education

Master of Arts in Education

Master of Arts in Teaching

Master of Arts in Applied Policy Analysis Fall 2024

Master of Arts in Arts Administration

Master of Arts in Cultural Sustainability

Master of Arts in Digital Communication

Master of Arts in Environmental Sustainability and  
Management

Master of Arts in Historic Preservation

Master of Fine Arts in Nonfiction

Master of Science in Higher Education Policy, Research, and  
Administration

Post-Baccalaureate Premedical Program

Advanced Placement Summer Institute

### MASTER OF EDUCATION (M.Ed.)

The Master of Education program meets the need of today's teachers and their students by offering a 21st-century curriculum responsive to the challenges that educators and school administrators face every day. The program provides specialized training for teachers who work in and outside the classroom, including special educators and athletic leaders. The M.Ed. degree and professional development certificates are designed to integrate theoretical and practical coursework and equip school professionals with the tools, skills, and knowledge they need to facilitate and support student success.

The nine areas of specialization are:

- At-Risk & Diverse Learners
- Athletic Program Leadership and Administration
- ESOL - Teaching English for Speakers of Other Languages
- Literacy Strategies for Content Learning
- Reading Instruction (MSDE-approved for Reading Specialist certification)
- Reducing Student, Classroom, and School Disruption: Prevention and Intervention
- School Improvement Leadership (MSDE-approved program for Administrator 1 Certification)
- Special Education for Certified Teachers
- Teacher as Leader in Technology

#### AT-RISK AND DIVERSE LEARNERS M.Ed.

The Master of Education degree in At-Risk & Diverse Learners focuses on the theory and practice of addressing the needs of an increasingly diverse population of learners in our schools. Particular attention is given to students at high risk for educational difficulty and to equity issues.

#### LEARNING OUTCOMES

Upon completion of the At-Risk & Diverse Learners program, graduates will be able to:

- Evaluate differing perspectives of identifying at-risk children/youth.
- Explain the extent and manner in which biological, psychological, social, and environmental forces affect at-risk children/youth during different developmental periods.
- Explain how to develop environments that prevent children/youth from becoming at risk and help them develop resilience.
- Recognize the psychological and social characteristics of resilient children and youth.

- Correlate the differing perspectives of causality to prevention and intervention programs/strategies for at-risk students.
- Relate the role of defense mechanisms and coping strategies in controlling student and youth stress.
- Analyze the psychological and social dynamics related to specific at-risk student problems.
- Analyze psychological and social intervention strategies/programs that may help in the development of student resilience in schools.
- Implement a social skills intervention strategy that can assist in the development of student resilience.
- Demonstrate techniques/strategies to restructure the classroom environment to meet the needs of at-risk children.

#### DEGREE REQUIREMENTS

This graduate program requires a minimum of 36 credits. Students are required to complete the technology and portfolio requirements in the seminar course. Students are responsible for demonstrating State standards via work completed in the program and must present a comprehensive portfolio demonstrating these competencies in an exit conference prior to graduation. Questions regarding the specific requirements should be directed to the instructor of the seminar.

#### REQUIRED COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 602 – The Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

ED 605 – Research Methods (3 credits)

ED 606 – Action Research/Special Project (3 credits)

ED 631 – Psychological and Social Characteristics of At-Risk and Diverse Learners (3 credits)

ED 632 – Psychological and Social Characteristics of Resilient Learners (2 credits)

ED 633 – Methods of Teaching At-Risk and Diverse Learners (3 credits)

ED 634A – Special Project Seminar on At-Risk and Diverse Learners (1 credits)

ED 651 – Educating for Character (1.5 credits)

ED 652 – Mediation of Conflict (1.5 credits)

#### ELECTIVES – Select two electives (6 credits)

ED 607 – Prevention Strategies, Classroom Management and Communication (3 credits)

ED 646 – School Law (3 credits)

ED 681–Curriculum Development for a Multicultural Society (3 credits)

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## AT-RISK & DIVERSE LEARNERS CERTIFICATE

This post-master's professional development certificate (PDC) for at-risk and diverse learners is designed to prepare professionals to meet the needs of a diverse population of learners in our schools.

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### LEARNING OUTCOMES

Upon completion of the PDC in At-Risk, recipients will be able to:

- Evaluate differing perspectives of identifying at-risk children/youth.
- Explain the extent and manner in which biological, psychological, social, and environmental forces affect at-risk children/youth during different developmental periods.
- Explain how to develop environments that prevent children/youth from becoming at risk and help them develop resilience.
- Recognize the psychological and social characteristics of resilient children and youth.
- Correlate the differing perspectives of causality to prevention and intervention programs/strategies for at-risk students.
- Relate the role of defense mechanisms and coping strategies in controlling student and youth stress.
- Analyze the psychological and social dynamics related to specific at-risk student problems.
- Analyze psychological and social intervention strategies/programs that may help in the development of student resilience in schools.
- Implement a social skills intervention strategy that can assist in the development of student resilience.
- Demonstrate techniques/strategies to restructure the classroom environment to meet the needs of at-risk children.

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### CERTIFICATE REQUIREMENTS

The 21-credit certificate program consists of four required courses and four elective courses taken from the M.Ed. in At-Risk & Diverse Learners program.

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### REQUIRED COURSES

ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)

ED 632 – Psychological and Social Characteristics of the Resilient Learner (2 credits)

ED 633 – Methods of Teaching At-Risk and Diverse Learners (3 credits)

ED 634A – Special Project Seminar on At-Risk and Diverse Learners (3 credit)

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### ELECTIVES

Additional twelve credits must be taken from the core, clinical and elective courses offered in the Master of Education Program

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## ATHLETIC PROGRAM LEADERSHIP AND ADMINISTRATION, M.Ed.

The Master of Education in Athletic Program Leadership and Administration is a program that prepares participants to develop and implement a vision for the important role that an athletic leader can play in the school and in the lives of young athletes. The courses are taught by professionals in the field and will address various issues related to working with the student athlete and the adults who support the athletic programs.

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### LEARNING OUTCOMES

The M.Ed. in Athletic Leadership and Development has four specialization standards:

- Philosophy
- Contemporary Issues
- Management
- Competition

The program is designed to help the degree candidate to:

- Know and understand the role of philosophy and ethics in the management of athletics including ethics of program management; and principles, practices and strategies of coaching.
- Understand the impact of contemporary issues in athletics on program development and implementation including historical and philosophical issues in development of athletic programs; societal and legal forces that shape athletic programs; and contemporary issues in management, leadership and coaching.
- Facilitate the management of athletic programs including personnel management; program management; legal issues; fiscal and budgetary controls; rules compliance; and marketing and public relations.
- Apply the implications of competition to the athletic programs they deliver including relationship between personality development, self-esteem and development of student athlete; relationship between personality development, aggression and athletic performance; applying group processes to the athletic team; and attitudes and motivation.

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### DEGREE REQUIREMENTS

The 36-credit program includes ten core courses and three clinical courses. The clinical courses are designed to help students develop skills in their field.

## REQUIRED COURSES

- ED 601 – Theories of Development: A Lifespan Perspective (3 credits)
- ED 602 – The Social and Psychological Forces Affecting Youth (3 credits)
- ED 603 – Personality Development and Self-Esteem (3 credits)
- ED 604 – Contemporary Issues in Education (3 credits)
- ED 605 – Research Methods (3 credits)
- ED 606 – Action Research/Special Project (3 credits)
- ED 615 – Athletic Administration/Leadership (3 credits)
- ED 616 – Sports Psychology (2 credits)
- ED 617 – Coaching Seminar (2 credits)
- ED 618 – Athletic Administration/Coaching Internship (2 credits)

## CLINICAL COURSES

- ED 619 – Diversity Issues in Athletics (3 credits)
- ED 646 – School Law (3 credits)
- ED 653 – Supervision for Effective Instruction (3 credits)

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## **ATHLETIC PROGRAM LEADERSHIP AND ADMINISTRATION CERTIFICATE**

The post-master's professional development certificate in athletic leadership and administration prepares participants to develop and implement a vision for the important role that an athletic leader can play in the school and in the lives of young athletes.

## LEARNING OUTCOMES

Upon completion of the PDC in Athletic Program Leadership and Administration, recipients will be able to:

- Know and understand the role of philosophy and ethics in the management of athletics including ethics of program management; and principles, practices and strategies of coaching.
- Understand the impact of contemporary issues in athletics on program development and implementation including historical and philosophical issues in development of athletic programs; societal and legal forces that shape athletic programs; and contemporary issues in management, leadership and coaching.
- Facilitate the management of athletic programs including personnel management; program management; legal issues; fiscal and budgetary controls; rules compliance; and marketing and public relations.
- Apply the implications of competition to the athletic programs they deliver including relationship between personality development, self-esteem and development of student athlete; relationship between personality development, aggression and athletic performance; applying group processes to the athletic team; and attitudes and motivation.

## CERTIFICATE REQUIREMENTS

The certificate program consists of four required courses and twelve additional credits from the core, clinical, and elective courses offered in the Master of Education Program.

## REQUIRED COURSES

- ED 615 – Athletic Administration/Leadership (3 credits)
- ED 616 – Sports Psychology (2 credits)
- ED 617 – Coaching Seminar (2 credits)
- ED 618 – Athletic Administration/Coaching Internship (2 credits)
- ED 646 – School Law (3 credits)
- ED 653 – Supervision for Effective Instruction (3 credits)

## CORE COURSES – (6 credits)

- ED 601 – Theories of Development: A Lifespan Perspective (3 credits)
- ED 602 – The Social and Psychological Forces Affecting Youth (3 credits)
- ED 603 – Personality Development and Self-Esteem (3 credits)
- ED 604 – Contemporary Issues in Education (3 credits)
- ED 619 – Diversity Issues in Athletics (3 credits)

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## **ESOL – TEACHING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, M.Ed.**

Participants in this Master of Education in ESOL program will address a wide range of concepts, theories and practices related to effectively teaching English language learners.

## LEARNING OUTCOMES

Upon completion of the ESOL program, graduates will be able to:

- Understand and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs)
- Develop language and literacy and achieve in the content areas.
- Demonstrate that issues of language structure and language acquisition development are interrelated.
- Apply the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environment for ELLs.
- Apply evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Apply program models and skills in teaching strategies for developing and integrating language skills.
- Integrate technology as well as choose and adapt classroom resources for ELLs.

- Demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- Keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues.
- Demonstrate knowledge of the history of ESL teaching and use such information to reflect on and improve their instruction and assessment practices.
- Work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

## DEGREE REQUIREMENTS

This 36-credit graduate program includes a minimum of 15 credits in the core courses, 11 credits in the specialization area, three credits in action research, four credits in clinical courses, and three credits in an elective.

### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 605 – Research Methods (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

Select two courses (6 credits)

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

### ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

### ESOL SPECIALIZATION COURSES

ED 658EA – Methods of Teaching ESOL (3 credits)

ED 658EB – Teaching Reading and Writing for English Learners (3 credits)

ED 658EC – Second Language Acquisition (3 credits)

ED 658ED – Assessment in the ESOL Classroom (3 credits)

### CLINICAL COURSES

ED 651 – Educating for Character (1.5 credits)

ED 652 – Mediation of Conflict (1.5 credits)

ED 658EF – Practicum in ESOL (3 credits)

### ELECTIVES (Select one course – 3 credits)

ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)

ED 620B – Teaching Students to Write Using Multiple Strategies: Issues of Correctness (3 credits)

## ESOL – TEACHING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES CERTIFICATE

The post-master's professional development certificate in ESOL is designed to prepare educators to address a wide range of concepts, theories and practices related to effectively teaching English language learners.

### LEARNING OUTCOMES

Upon completion of the PDC in ESOL, recipients will be able to:

- Understand and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs)
- Develop language and literacy and achieve in the content areas.
- Demonstrate that issues of language structure and language acquisition development are interrelated.
- Apply the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environment for ELLs.
- Apply evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Apply program models and skills in teaching strategies for developing and integrating language skills.
- Integrate technology as well as choose and adapt classroom resources for ELLs.
- Demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- Keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues.
- Demonstrate knowledge of the history of ESL teaching and use such information to reflect on and improve their instruction and assessment practices.
- Work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

### CERTIFICATE REQUIREMENTS

This 21-credit certificate program includes six credits in core courses, 12 credits in the ESOL specialization area, and three credits in an elective.

#### CORE COURSES (Select two courses – 6 credits)

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)  
ED 681 – Curriculum Development for a Multicultural Society (3 credits)

#### ESOL SPECIALIZATION COURSES

ED 658EA – Methods of Teaching ESOL (3 credits)  
ED 658EB – Teaching Reading and Writing for English Learners (3 credits)  
ED 658EC – Second Language Acquisition (3 credits)  
ED 658ED – Assessment in the ESOL Classroom (3 credits)  
ED 658EF – Practicum in ESOL (3 credits)

#### ELECTIVES (Select one course – 3 credits)

ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)  
ED 620B – Teaching Students to Write Using Multiple Strategies: Issues of Correctness (3 credits)

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### **LITERACY STRATEGIES FOR CONTENT LEARNING, M.Ed.**

The Master of Education in Literacy Strategies for Content Learning program focuses on practical and effective reading and writing strategies to foster student growth in literacy. Participants explore intervention strategies for reading vocabulary, reading comprehension and writing in the content areas along with the diverse materials needed to meet the literacy needs of all students.

#### LEARNING OUTCOMES

Upon completion of the Literacy Strategies for Content Learning program, graduates will be able to:

- Apply the literacy demands of the content they teach, including the unique academic language and the oral and written discourse structures that underlie the content, in instructional planning, delivery and assessment.
- Use 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, writing, and reading–writing connections, to plan effective literacy instruction in content learning.
- Design and implement appropriate classroom structures that demonstrate effective literacy strategies, materials and practices using collaborative and cooperative approaches to learning, effective grouping options, and best uses of time to facilitate deep understanding of content.
- Demonstrate a wide variety of reading, writing, listening and speaking strategies to maximize subject-matter understanding through student engagement in discussion and in reading and writing a variety of diverse content-

specific text, including print, nonprint, digital and technological media.

- Use a variety of assessment tools and practices to better understand the literacy competencies of students (reading, writing, listening and speaking) and to evaluate the literacy demands of content-specific text.
- Use knowledge of the abilities, interests, and cultural backgrounds of students in the classroom to plan literacy learning opportunities that address the needs of diverse student groups.

#### DEGREE REQUIREMENTS

This 36-credit graduate program includes a minimum of 15 credits in the core courses, nine credits in literacy strategies, three credits in action research, six credits in clinical courses, and three credits in an elective. Five of the reading courses count towards the reading teacher endorsement.

#### REQUIRED COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)  
ED 605 – Research Methods (3 credits)  
ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)  
*Select two courses (6 credits)*  
ED 602 – Social and Psychological Forces Affecting Youth (3 credits)  
ED 603 – Personality Development and Self-Esteem (3 credits)  
ED 604 – Contemporary Issues in Education (3 credits)

#### ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

#### LITERACY STRATEGIES FOR CONTENT LEARNING (9 credits)

ED 620A – Teaching Students to Write Using Multiple Strategies: Composing (3 credits)  
ED 638B – Special Project Seminar in Reading Intervention: Comprehension (1.5 credits)  
ED 638C – Special Project Seminar in Reading Intervention: Vocabulary (1.5 credits)  
ED 678 – Choosing Diverse Materials for Improving Content Learning (2 credits)  
ED 679 – Special Project Seminar on Literacy Strategies (1 credit)

#### CLINICAL COURSES

ED 620B – Teaching Students to Write Using Multiple Strategies: Issues of Correctness (3 credits)  
ED 626–Diagnosis of Reading Difficulties (3 credits)

#### ELECTIVE

ED 697 – Reading Strategies for Content Learning (3 credits)

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## LITERACY STRATEGIES FOR CONTENT LEARNING CERTIFICATE

This post-master's professional development certificate in literacy strategies for content learning is a program that focuses on practical and effective reading and writing strategies to foster student growth in literacy.

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### LEARNING OUTCOMES

Upon completion of the PDC in Literacy Strategies for Content Learning, recipients will be able to:

- Apply the literacy demands of the content they teach, including the unique academic language and the oral and written discourse structures that underlie the content, in instructional planning, delivery and assessment.
- Use 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, writing, and reading–writing connections, to plan effective literacy instruction in content learning.
- Design and implement appropriate classroom structures that demonstrate effective literacy strategies, materials and practices using collaborative and cooperative approaches to learning, effective grouping options, and best uses of time to facilitate deep understanding of content.
- Demonstrate a wide variety of reading, writing, listening and speaking strategies to maximize subject-matter understanding through student engagement in discussion and in reading and writing a variety of diverse content-specific text, including print, nonprint, digital and technological media.
- Use a variety of assessment tools and practices to better understand the literacy competencies of students (reading, writing, listening and speaking) and to evaluate the literacy demands of content-specific text.
- Use knowledge of the abilities, interests, and cultural backgrounds of students in the classroom to plan literacy learning opportunities that address the needs of diverse student groups.

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### CERTIFICATE REQUIREMENTS

The 21-credit program includes three credits in the core, nine credits in literacy strategies, and nine credits in electives chosen from the Master of Education degree program. Five of the reading courses count towards the reading teacher endorsement.

#### CORE COURSES

ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)

LITERACY STRATEGIES FOR CONTENT LEARNING (9 credits)

ED 620A – Teaching Students to Write Using Multiple Strategies: Composing (3 credits)  
ED 638B – Special Project Seminar in Reading Intervention: Comprehension (1.5 credits)  
ED 638C – Special Project Seminar in Reading Intervention: Vocabulary (1.5 credits)  
ED 678 – Choosing Diverse Materials for Improving Content Learning (2 credits)  
ED 679 – Special Project Seminar on Literacy Strategies (1 credit)

#### ELECTIVES (Select 9 credits)

ED 620B – Teaching Students to Write Using Multiple Strategies: Issues of Correctness (3 credits)  
ED 626–Diagnosis of Reading Difficulties (3 credits)  
ED 697 – Reading Strategies for Content Learning (3 credits)

One additional 3-credit course from M.Ed. Program appropriate to student need (3 credits)

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## READING INSTRUCTION, M.Ed.

The Master of Education in Reading Instruction program will prepare teachers to support individual students, classroom teachers, and the general reading program in the school. This program includes two practicums: one where the participant works with an individual student and one focused on the reading program in the school.

This program leads to MSDE certification as a reading specialist.

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### LEARNING OUTCOMES

Upon completion of the Reading Instruction program, graduates will be able to:

- 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.
- Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
- Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

- Understand types of assessments and their purposes, strengths, and limitations.
- Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
- Use assessment information to plan and evaluate instruction.
- Communicate assessment results and implications to a variety of audiences.
- Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- Develop and implement strategies to advocate for equity.
- Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
- 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.
- Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
- Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- 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.
- Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
- Understand and influence local, state, or national policy decisions.

## DEGREE REQUIREMENTS

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This 36-credit graduate program includes a minimum of 15 credits in the core courses, 12 credits in reading instruction, three credits in action research, six credits in clinical courses, and three credits in an elective. 12 credits count towards the reading teacher endorsement. The 39-credit degree leads to Reading Specialist certification.

### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 605 – Research Methods (3 credits)

ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)

*Select two courses (6 credits)*

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

### ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

### READING INSTRUCTION

ED 625 – Strategies and Resources in Teaching Reading (3 credits)

ED 626 – Diagnosis of Reading Difficulties (3 credits)

ED 637 – Practicum Part I, Reading Diagnosis and Instruction (3 credits)

ED 635 – Practicum Part II, Role of the Reading Specialist/Literacy Coach (3 credits)

### CLINICAL COURSES

ED 651 – Educating for Character (1.5 credits)

ED 652 – Mediation of Conflict (1.5 credits)

ED 636 – Overview of Intervention Strategies (1.5 credits)  
Select two courses (3 credits)

ED 638A – Special Project Seminar in Reading Interventions: Word Identification (1.5 credits)

ED 638B – Special Project Seminar in Reading Intervention: Comprehension (1.5 credits)

ED 638C – Special Project Seminar in Reading Intervention: Vocabulary (1.5 credits)

ED 647A – Remedial Reading Techniques for Students with Severe Reading Difficulties (1.5 credits)

### ELECTIVE

ED 672 – Assessing Needs and Evaluating Progress (3 credits)

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## READING INSTRUCTION CERTIFICATE

The post-master's professional development certificate in reading instruction is a program that will prepare teachers to support individual students, classroom teachers, and the general reading program in the school.

### LEARNING OUTCOMES

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Upon completion of the PDC in Reading Instruction, graduates will be able to:

- 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.
- Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.



- Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
- Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
- Understand types of assessments and their purposes, strengths, and limitations.
- Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
- Use assessment information to plan and evaluate instruction.
- Communicate assessment results and implications to a variety of audiences.
- Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- Develop and implement strategies to advocate for equity.
- Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
- 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.
- Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
- Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- 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.
- Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
- Understand and influence local, state, or national policy decisions.

## CERTIFICATE REQUIREMENTS

This certificate program in Reading Instruction will consist of 21 credits taken from the following courses:

### REQUIRED COURSES

ED 625 – Strategies and Resources in Teaching Reading (3 credits)

ED 626 – Diagnosis of Reading Difficulties (3 credits)

ED 637 – Practicum Part I, Reading Diagnosis and Instruction (3 credits)

ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)

### INTERVENTION COURSES

ED 636 – Overview of Intervention Strategies (1.5 credits)

ED 638A – Special Project Seminar in Reading Interventions: Word Identification (1.5 credits)

ED 638B – Special Project Seminar in Reading Intervention: Comprehension (1.5 credits)

ED 638C – Special Project Seminar in Reading Intervention: Vocabulary (1.5 credits)

ED 647A – Remedial Reading Techniques for Students with Severe Reading Difficulties (1.5 credits)

ED 672 – Assessing Needs and Evaluating Progress (3 credits)

### READING SPECIALIST CERTIFICATION

ED 635 – Practicum Part II, Role of the Reading Specialist/Literacy Coach (3 credits)

Required for the Reading Specialist. Students who complete this course will earn a total of 24 credits.

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## **REDUCING STUDENT, CLASSROOM, AND SCHOOL DISRUPTION: PREVENTION AND INTERVENTION, M.Ed.**

The Master of Education in Reducing Student, Classroom, and School Disruption program will focus on understanding the impact of positive relationships with students and how those relationships impact behavior. Participants will explore the causes of student behaviors and develop prevention and intervention strategies to meet student needs.

### LEARNING OUTCOMES

Upon completion of the Reducing Student, Classroom, and School Disruption program, graduates will be able to:

- Apply knowledge of student basic needs, developmental stages, interests, learning preferences, and unique characteristics to create a safe and productive classroom environment.
- Establish rules, routines, and procedures that prepare students to make positive choices and contributions to the learning environment.
- Apply concepts of profitable communication to encourage student cooperation and self-discipline
- Analyze students' unique needs and their impact on their behavior, behavior of others and the classroom community as a whole

- Understand the positive impact of developing relationships with students and their parents
- Understand the relationship between instruction, engagement and student behavior
- Determine when to implement whole class/school, group, or individual management/shaping strategies
- Determine the function of student behavior before attempting to change it

## DEGREE REQUIREMENTS

This 36-credit program includes a minimum of 15 credits in the core courses, nine credits in the specialization area, three credits in action research, three credits in clinical courses, and six credits in elective courses.

### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 605 – Research Methods (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

Select two courses (6 credits)

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

### ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

### REDUCING STUDENT, CLASSROOM, AND SCHOOL

#### DISRUPTION

ED 607 – Prevention Strategies, Classroom Management and Communication (3 credits)

ED 654 – Special Project Seminar for Reducing Student, Classroom, and School Disruption (1 credit)

ED 661 – Intervention Strategies I, Conflict Resolution (2 credits)

ED 662 – Intervention Strategies II, Supporting Students with Challenging Behaviors (3 credits)

### CLINICAL COURSES

ED 651 – Educating for Character (1.5 credits)

ED 652 – Mediation of Conflict (1.5 credits)

### ELECTIVES Select two courses (6 credits)

ED 631 – Psychological and Social Characteristics of At-Risk and Diverse Learners (3 credits)

ED 633 – Methods of Teaching At-Risk and Diverse Learners (3 credits)

ED 646 – School Law (3 credits)

## SCHOOL IMPROVEMENT LEADERSHIP, M.Ed.

The Master of Education in School Improvement Leadership program focuses on instructional leadership. During a year-long practicum, participants will apply theories and practices from course work in the school environment. This program is a Maryland-approved program for Administrator I certification.

### LEARNING OUTCOMES

Upon completion of the School Improvement Leadership program, graduates will be able to promote the success of all students by:

- Developing, articulating, implementing, and stewarding a vision.
- Promoting community involvement and positive school culture.
- Providing effective instructional programs.
- Applying best practice to student learning.
- Designing comprehensive professional growth plans.
- Managing the organization, operations, and resources.
- Collaborating with families and other community members.
- Responding to community interests and needs.
- Mobilizing community resources.
- Acting with integrity, fairly, and ethically.
- Understanding, responding, and influencing the larger context.

## DEGREE REQUIREMENTS

This 36-credit graduate program includes a minimum of 15 credits in the core courses, nine credits in school improvement, three credits in action research, nine credits in clinical courses, and three credits in an elective. Students are required to complete an electronic portfolio as part of the seminar course. An additional three-credit course can be taken to be eligible for the Administrator I certification.

Graduates who wish to be eligible for the Administrator I certification must also have a current MSDE teacher certification with 27 months of satisfactory teaching experience and completion of the required 3-credit introduction or survey of special education course.

### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 605 – Research Methods (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

Select two courses (6 credits)

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

### ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

## SCHOOL IMPROVEMENT LEADERSHIP

- ED 671 – School Improvement Leadership: A Theoretical Perspective (3 credits)
- ED 673 – School Improvement Leadership: Facilitating a Positive School Culture (3 credits)
- ED 674A – Special Project Seminar/Practicum in School Improvement Leadership I (1.5 credits)
- ED 674B – Special Project Seminar/Practicum in School Improvement Leadership II (1.5 credits)

## CLINICAL COURSES

- ED 651 – Educating for Character (1.5 credits)
- ED 652 – Mediation of Conflict (1.5 credits)
- ED 653 – Supervision for Effective Instruction (3 credits)
- ED 646 – School Law (3 credits)

## ADMINISTRATOR I CERTIFICATION

- ED 672 – Assessing Needs and Evaluating Progress (3 credits)
- Additional course that is required to be eligible for the Admin I Certification.

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## **SCHOOL IMPROVEMENT LEADERSHIP CERTIFICATE**

The post-master's professional development certificate in school improvement leadership focuses on instructional leadership. During a year-long practicum, participants will apply theories and practices from course work in the school environment. This program is a Maryland-approved program for Administrator I certification.

## LEARNING OUTCOMES

Upon completion of the PDC in School Improvement Leadership, recipients will be able to promote the success of all students by:

- Developing, articulating, implementing, and stewarding a vision.
- Promoting community involvement and positive school culture.
- Providing effective instructional programs.
- Applying best practice to student learning.
- Designing comprehensive professional growth plans.
- Managing the organization, operations, and resources.
- Collaborating with families and other community members.
- Responding to community interests and needs.
- Mobilizing community resources.
- Acting with integrity, fairly, and ethically.
- Understanding, responding, and influencing the larger context.

## CERTIFICATE REQUIREMENTS

This 21-credit program consists of eight courses chosen from the specialization area and additional courses offered through the master's program. Students are required to complete an electronic portfolio as part of the seminar course.

In addition to completing the coursework, candidates must have a current MSDE teacher certification with 27 months of satisfactory teaching experience and completion of the required 3-credit introduction or survey of special education course.

## REQUIRED COURSES

- ED 653 – Supervision for Effective Instruction (3 credits)
- ED 646 – School Law (3 credits)
- ED 671 – School Improvement Leadership: A Theoretical Perspective (3 credits)
- ED 672 – Assessing Needs and Evaluating Progress (3 credits)
- ED 673 – School Improvement Leadership: Facilitating a Positive School Culture (3 credits)
- ED 674A – Special Project Seminar/Practicum in School Improvement Leadership I (1.5 credits)
- ED 674B – Special Project Seminar/Practicum in School Improvement Leadership II (1.5 credits)
- ED 681 – Curriculum Development for a Multicultural Society (3 credits)

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## **SPECIAL EDUCATION FOR CERTIFIED TEACHERS, M.Ed.**

This Master of Education for Special Education Teachers is a program designed to help general educators more effectively work with students with special needs. Participants will learn about assessments for special education students, analysis of data, curriculum design and adaptation, and planning for differentiation.

## LEARNING OUTCOMES

Upon completion of the Special Education for Certified Teachers program, graduates will be able to:

- Use valid and reliable assessment practices to minimize bias.
- Use their knowledge of general and specialized curricula to improve programs, support, and services at classroom, school, community, and system levels.
- Facilitate the continuous improvement of general and special education programs, support, and services at the classroom, school, and system levels for individuals with exceptionalities.
- Conduct, evaluate, and use inquiry to guide professional practice.
- Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies

and evidence-based practices and create positive and productive work environments.

- Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

## DEGREE REQUIREMENTS

This 37-credit graduate program consists of 15 credits taken from the core courses, 10 credits in the specialization area, six credits in clinical courses, three credits in action research, and three credits taken from the elective courses in the master's program.

In addition to completing the coursework, candidates must submit passing Praxis II scores (Content Area and Knowledge) prior to certificate completion.

### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 605 – Research Methods (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

Select two courses (6 credits)

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

### ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

### SPECIAL EDUCATION ASSESSMENT AND INSTRUCTION

ED 688 – Educational Assessment and Diagnosis of Students with Special Needs I (3 credits)

ED 690 – Curriculum Design and Adaptations for Students with Special Needs I (3 credits)

ED 691 – Curriculum Design and Adaptations for Students with Special Needs II (3 credits)

ED 698A – Special Project Seminar for Special Education (1 credit)

### CLINICAL COURSES

ED 651 – Educating for Character (1.5 credits)

ED 652 – Mediation of Conflict (1.5 credits)

ED 689 – Educational Assessment and Diagnosis of Students with Special Needs II (3 credits)

### ELECTIVES Select one course (3 credits)

ED 608PB – Supporting Students with Autism Spectrum Disorder through Inclusive Practices (3 credits)

ED 608PC – Differentiating Instruction: Responding to Every Student's Needs (3 credits)

ED 638A – Special Project Seminar in Reading Interventions: Word Identification (1.5 credits)

ED 669TK – Assistive Technology (3 credits)

ED 647A – Remedial Reading Techniques for Students with Severe Reading Difficulties (1.5 credits)

ED 644TE – Using Technology to Integrate UDL into Classroom Instruction (3 credits)

ED 686 – Foundations of Special Education (3 credits)

## SPECIAL EDUCATION FOR CERTIFIED TEACHERS CERTIFICATE

The post-master's professional development certificate in special education is designed to help general educators more effectively work with students with special needs. Participants will learn about assessments for special education students, analysis of data, curriculum design and adaptation, and planning for differentiation.

### LEARNING OUTCOMES

Upon completion of the PDC in Special Education, recipients will be able to:

- Use valid and reliable assessment practices to minimize bias.
- Use their knowledge of general and specialized curricula to improve programs, support, and services at classroom, school, community, and system levels.
- Facilitate the continuous improvement of general and special education programs, support, and services at the classroom, school, and system levels for individuals with exceptionalities.
- Conduct, evaluate, and use inquiry to guide professional practice.
- Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.
- Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

### CERTIFICATE REQUIREMENTS

The PDC in Special Education for Certified Teachers is a 22-credit program that consists of three credits taken from the core courses, 10 credits in the specialization area, and nine credits taken from the elective courses in the master's program.

In addition to completing the coursework, candidates must submit passing Praxis II scores (Content Area and Knowledge) prior to certificate completion.

## CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

## SPECIAL EDUCATION ASSESSMENT AND INSTRUCTION

ED 688 – Educational Assessment and Diagnosis of Students with Special Needs I (3 credits)

ED 690 – Curriculum Design and Adaptations for Students with Special Needs I (3 credits)

ED 691–Curriculum Design and Adaptations for Students with Special Needs II (3 credits)

ED 698A – Special Project Seminar for Special Education (1 credit)

## ELECTIVES – Select three courses (9 credits)

ED 689 – Educational Assessment and Diagnosis of Students with Special Needs II (3 credits)

ED 669 – Assistive Technology (3 credits)

ED 609 – Supporting Students with Autism Spectrum Disorder through Inclusive Practices (3 credits)

ED 610 – Differentiating Instruction: Responding to Every Student's Needs (3 credits)

ED 647A – Remedial Reading Techniques for Students with Severe Reading Difficulties (1.5 credits)

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## **TEACHER AS LEADER IN TECHNOLOGY, M.Ed.**

In this innovative program, participants diversify their teaching to create meaningful learning experiences and environments. The 36-credit curriculum emphasizes education, technology, instructional design, and leadership. The core curriculum examines compelling topics in education policy, digital age technology planning, systems design/design thinking, data-driven decision making, and educational media and technology.

Graduates leave the program equipped with the skills necessary for a variety of careers in education, including technology coordinator, educational technology specialist, technology teacher, and college instructor.

## LEARNING OUTCOMES

Upon completion of the Teacher as Leader in Technology program, graduates will be able to:

- Inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

- Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
- Apply technology to enhance their professional practice and to increase their own productivity and that of others.
- Ensure the integration of technology to support productive systems for learning and administration.
- Use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- Understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

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## DEGREE REQUIREMENTS

The graduate program consists of 36 credits that includes 15 credits taken from the core courses, three credits in action research, nine credits in the specialization area, three credits in clinical courses, and six credits in elective courses taken from the master's program.

## CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 605 – Research Methods (3 credits)

ED 681 – Curriculum Development for a Multicultural Society is recommended. (3 credits)

*Select two courses (6 credits)*

ED 602 – Social and Psychological Forces Affecting Youth (3 credits)

ED 603 – Personality Development and Self-Esteem (3 credits)

ED 604 – Contemporary Issues in Education (3 credits)

## ACTION RESEARCH

ED 606 – Action Research/Special Project (3 credits)

## TECHNOLOGY LEADERSHIP

ED 675 – Teacher Leadership in Technology-Based Learning (3 credits)

ED 676 – Leading Technology-Based Learning for Improved Student Learning (3 credits)

ED 677A – Special Project Seminar / Practicum in Teacher Leadership in Technology (1.5 credits)

ED 677B – Special Project Seminar / Practicum in Teacher Leadership in Technology I (1.5 credits)

## CLINICAL COURSES

ED 651 – Educating for Character (1.5 credits)

ED 652 – Mediation of Conflict (1.5 credits)

## ELECTIVES – *Select two courses (6 credits)*

ED 644TC – Multimedia in the Common Core Curriculum (3 credits)

ED 644TD – Distance Learning: Theories, History, and Application–Online (3 credits)

ED 644TE – Using Technology to Integrate Universal Design for Learning into Classroom Instruction (3 credits)  
 ED 644TF – Applying Technology in the Math Classroom–Online (3 credits)  
 ED 644TI – Integrating Technology into the Second Language Classroom–Online (3 credits)  
 ED 644TJ – Applying Technology in the ESL Classroom–Online (3 credits)  
 ED 644TK – Assistive Technology–Online (3 credits)  
 ED 644TL – Instructional Design–Online (3 credits)  
 ED 665 – Active Learning with Technology: Enriched Classroom Presentations (3 credits)  
 ED 666 – Applying Technology in the Social Sciences Classroom–Online (3 credits)

ED 676 – Leading Technology-Based Learning for Improved Student Learning (3 credits)  
 ED 677A – Special Project Seminar/Practicum in Teacher Leadership in Technology (1.5 credits)  
 ED 677B – Special Project Seminar/Practicum in Teacher Leadership in Technology (1.5 credits each)  
 ED 681 – Curriculum Development for a Multicultural Society (3 credits)

ELECTIVES – Select three courses (9 credits)  
 ED 644TC – Multimedia in the Common Core Curriculum (3 credits)  
 ED 644TD – Distance Learning: Theories, History, and Application–Online (3 credits)  
 ED 644TE – Using Technology to Integrate Universal Design for Learning into Classroom Instruction (3 credits)  
 ED 644TF – Applying Technology in the Math Classroom–Online (3 credits)  
 ED 644TI – Integrating Technology into the Second Language Classroom–Online (3 credits)  
 ED 644TJ – Applying Technology in the ESL Classroom–Online (3 credits)  
 ED 644TK – Assistive Technology–Online (3 credits)  
 ED 644TL – Instructional Design–Online (3 credits)  
 ED 665 – Active Learning with Technology: Enriched Classroom Presentations (3 credits)  
 ED 666 – Applying Technology in the Social Sciences Classroom–Online (3 credits)

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## TEACHER AS LEADER IN TECHNOLOGY CERTIFICATE

In this post-master's professional development certificate, participants diversify their teaching to create meaningful learning experiences and environments. The curriculum emphasizes education, technology, instructional design, and leadership.

### CERTIFICATE OUTCOMES

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Upon completion of the PDC in Teacher as Leader in Technology, recipients will be able to:

- Inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
- Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
- Apply technology to enhance their professional practice and to increase their own productivity and that of others.
- Ensure the integration of technology to support productive systems for learning and administration.
- Use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- Understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

### CERTIFICATE REQUIREMENTS

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The certificate consists of 21 credits that includes 12 credits taken from the core courses and nine credits in elective courses taken from the master's program.

#### CORE COURSES

ED 675 – Teacher Leadership in Technology-Based Learning (3 credits)

## MASTER OF ARTS IN TEACHING (MAT)

The Master of Arts in Teaching (MAT) degree is a certification program designed to prepare college graduates who wish to enter the teaching profession but who have not had adequate preparation for teaching.

The program is based on the assumption that, through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general and/or special education students. The program is completed with a yearlong internship or supervised teaching experience guided both by a member of the Goucher faculty and by a cooperating or helping teacher at a professional development school (PDS). All students will complete an electronic portfolio and exit conference as part of the six-credit hour in-depth experience.

### CERTIFICATION REQUIREMENT

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MAT students must earn a grade of B or better in ED 687B to be eligible for a Maryland Approved Program certification stamp by Goucher College. Students must also pass the required Praxis or other appropriate examinations for the area(s) of certification and

document proficiency in the effective intern standards and the Maryland Teacher Technology Standards.

Certification requirements are subject to change, in accordance with MSDE COMAR requirements.

### NON-CERTIFICATION OPTION

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Students who choose to complete the degree without certification will replace the internship experience (ED 687A and ED 687B) with an action research project (ED 605 and ED 606).

### LEARNING OUTCOMES

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Designed to prepare well-qualified teachers, this intensive program develops the skills to meet the following standards:

- Planning shows content knowledge and embraces developmental and diverse student needs
- Management for student behavior maximizes a positive learning environment
- Instructional practices complement student needs and encourage problem-solving and critical thinking
- Assessments evaluate instruction and student learning
- Professionalism and interpersonal relationships maintained

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## DEGREE REQUIREMENTS FOR GENERAL EDUCATION

A total of 40 credits are required to complete the MAT in Elementary Education. A total of 40 credits are required to complete the MAT in Secondary Education, along with an undergraduate major in the content area. The secondary certification program is available in the areas of biology, chemistry, earth/space science, English, history, mathematics, physics, social studies, and theater. The preK-12 certification is available in art, Chinese, dance, environmental education, French, German, Latin, music, Russian, and Spanish. Students in the secondary certification program and students in the preK-12 program follow the course requirements for secondary education.

### ELEMENTARY EDUCATION

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#### CORE COURSES

- ED 601 – Theories of Development: A Lifespan Perspective (3 credits)
- ED 672 – Assessing Needs and Evaluating Progress (3 credits)
- ED 680 – Theories of Learning (3 credits)
- ED 682E – Foundations of Reading and Language Arts: Elementary (3 credits)

ED 686 – Foundations of Special Education (3 credits)

#### CLINICAL COURSES

- ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)
- ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

#### ELECTIVES – *Select one (3 credits)*

- ED 604 – Contemporary Issues in Education (3 credits)
- ED 681 – Curriculum Development for a Multicultural Society (3 credits)

#### INSTRUCTIONAL COURSES

- ED 627 – Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)
- ED 628 – Teaching Reading Through Text (3 credits)
- ED 629 – Reading Assessment (1 credit)
- ED 683 – Acquiring, Extending, and Using Knowledge in Science (2 credits)
- ED 684 – Acquiring, Extending, and Using Knowledge in Social Studies (2 credits)
- ED 685 – Acquiring, Extending, and Using Knowledge in Mathematics (2 credits)

#### INTERNSHIP

- ED 687A – Internship with Seminar Phase I (3 credits)
- ED 687B – Internship with Seminar Phase II (3 credits)

### SECONDARY EDUCATION AND PREK-12 SPECIALTY AREAS

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#### CORE COURSES

- ED 601 – Theories of Development: A Lifespan Perspective (3 credits)
- ED 604 – Contemporary Issues in Education (3 credits)
- ED 672 – Assessing Needs and Evaluating Progress (3 credits)
- ED 680 – Theories of Learning (3 credits)
- ED 681 – Curriculum Development for a Multicultural Society (3 credits)
- ED 682S – Foundations of Reading and Language Arts: Secondary (3 credits)
- ED 686 – Foundations of Special Education (3 credits)

#### CLINICAL COURSES

- ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)
- ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

#### INSTRUCTIONAL COURSES

- ED 630 – Advanced Methods and Strategies in Secondary Reading (3 credits)

ED 693 – Methods and Strategies in Secondary Education, Part I (3 credits)

ED 694A – Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part IIa (2 credits by specialization)

ED 694B – Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part IIb (2 credits by specialization)

#### INTERNSHIP

ED 687A – Internship with Seminar Phase I (3 credits)

ED 687B – Internship with Seminar Phase II (3 credits)

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### **DEGREE REQUIREMENTS FOR SPECIAL EDUCATION**

A total of 48 credits are required to complete the Elementary Special Education program. A total of 44 credits are required to complete the Secondary Special Education program.

A total of 52 credits are required to complete the Dual Elementary and Special Education program. A total of 49 credits are required to complete the Dual Secondary and Special Education program.

Students must teach both general education and special education classes during internship.

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#### **DUAL ELEMENTARY AND SPECIAL EDUCATION**

##### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 672 – Assessing Needs and Evaluating Progress (3 credits)

ED 680 – Theories of Learning (3 credits)

ED 682E – Foundations of Reading and Language Arts: Elementary (3 credits)

ED 686 – Foundations of Special Education (3 credits)

*Select two courses (6 credits)*

ED 604 – Contemporary Issues in Education (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

##### CLINICAL COURSES

ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)

ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

##### INSTRUCTIONAL COURSES

ED 627 – Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)

ED 628 – Teaching Reading Through Text (3 credits)

ED 629 – Reading Assessment (1 credit)

ED 683 – Acquiring, Extending, and Using Knowledge in Science (2 credits)

ED 684 – Acquiring, Extending, and Using Knowledge in Social Studies (2 credits)

ED 685 – Acquiring, Extending, and Using Knowledge in Mathematics (2 credits)

#### SPECIAL EDUCATION COURSES

ED 688 – Educational Assessment and Diagnosis of Students with Special Needs I (3 credits)

ED 689 – Educational Assessment and Diagnosis of Students with Special Needs II (3 credits)

ED 690 – Curriculum Design and Adaptations for Students with Special Needs I (3 credits)

ED 691 – Curriculum Design and Adaptations for Students with Special Needs II (3 credits)

#### INTERNSHIP

ED 687A – Internship with Seminar Phase I (3 credits)

ED 687B – Internship with Seminar Phase II (3 credits)

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#### **DUAL SECONDARY AND SPECIAL EDUCATION**

##### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)

ED 672 – Assessing Needs and Evaluating Progress (3 credits)

ED 680 – Theories of Learning (3 credits)

ED 682S – Foundations of Reading and Language Arts: Secondary (3 credits)

ED 686 – Foundations of Special Education (3 credits)

*Select one courses (3 credits)*

ED 604 – Contemporary Issues in Education (3 credits)

ED 681 – Curriculum Development for a Multicultural Society (3 credits)

##### CLINICAL COURSES

ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)

ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

##### INSTRUCTIONAL COURSES

ED 630 – Advanced Methods and Strategies in Secondary Reading (3 credits)

ED 693 – Methods and Strategies in Secondary Education, Part I (3 credits)

ED 694A – Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part IIa (2 credits by specialization)

ED 694B – Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part IIb (2 credits by specialization)



## SPECIAL EDUCATION COURSES

ED 688 – Educational Assessment and Diagnosis of Students with Special Needs I (3 credits)  
ED 689 – Educational Assessment and Diagnosis of Students with Special Needs II (3 credits)  
ED 690 – Curriculum Design and Adaptations for Students with Special Needs I (3 credits)  
ED 691 – Curriculum Design and Adaptations for Students with Special Needs II (3 credits)

## INTERNSHIP

ED 687A – Internship with Seminar Phase I (3 credits)  
ED 687B – Internship with Seminar Phase II (3 credits)

## ELEMENTARY SPECIAL EDUCATION

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### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)  
ED 672 – Assessing Needs and Evaluating Progress (3 credits)  
ED 680 – Theories of Learning (3 credits)  
ED 682E – Foundations of Reading and Language Arts: Elementary (3 credits)  
ED 686 – Foundations of Special Education (3 credits)  
*Select one courses (3 credits)*  
ED 604 – Contemporary Issues in Education (3 credits)  
ED 681 – Curriculum Development for a Multicultural Society (3 credits)

### CLINICAL COURSES

ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)  
ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

### INSTRUCTIONAL COURSES

ED 627 – Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)  
ED 628 – Teaching Reading Through Text (3 credits)  
ED 629 – Reading Assessment (1 credit)  
ED 685 – Acquiring, Extending, and Using Knowledge in Mathematics (2 credits)

### SPECIAL EDUCATION COURSES

ED 688 – Educational Assessment and Diagnosis of Students with Special Needs I (3 credits)  
ED 689 – Educational Assessment and Diagnosis of Students with Special Needs II (3 credits)  
ED 690 – Curriculum Design and Adaptations for Students with Special Needs I (3 credits)

ED 691 – Curriculum Design and Adaptations for Students with Special Needs II (3 credits)

## INTERNSHIP

ED 687A – Internship with Seminars (3 credits)  
ED 687B – Internship with Seminars (3 credits)

## SECONDARY SPECIAL EDUCATION

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### CORE COURSES

ED 601 – Theories of Development: A Lifespan Perspective (3 credits)  
ED 672 – Assessing Needs and Evaluating Progress (3 credits)  
ED 680 – Theories of Learning (3 credits)  
ED 682S – Foundations of Reading and Language Arts: Secondary (3 credits)  
ED 686 – Foundations of Special Education (3 credits)  
*Select one courses (3 credits)*  
ED 604 – Contemporary Issues in Education (3 credits)  
ED 681 – Curriculum Development for a Multicultural Society (3 credits)

### CLINICAL COURSES

ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)  
ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

### INSTRUCTIONAL COURSES

ED 630 – Advanced Methods and Strategies in Secondary Reading (3 credits)  
ED 685 – Acquiring, Extending, and Using Knowledge in Mathematics (2 credits)

### SPECIAL EDUCATION COURSES

ED 688 – Educational Assessment and Diagnosis of Students with Special Needs I (3 credits)  
ED 689 – Educational Assessment and Diagnosis of Students with Special Needs II (3 credits)  
ED 690 – Curriculum Design and Adaptations for Students with Special Needs I (3 credits)  
ED 691 – Curriculum Design and Adaptations for Students with Special Needs II (3 credits)

## INTERNSHIP

ED 687A – Internship with Seminar Phase I (3 credits)  
ED 687B – Internship with Seminar Phase II (3 credits)

## TEACHING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

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A total of 44 credits is required to complete this program. Students must have three semesters of the same world language before completing the program.

### CORE COURSES

- ED 601 – Theories of Development: A Lifespan Perspective (3 credits)
- ED 672 – Assessing Needs and Evaluating Progress (3 credits)
- ED 680 – Theories of Learning (3 credits)
- ED 682S – Foundations of Reading and Language Arts: Secondary (3 credits)
- ED 686 – Foundations of Special Education (3 credits)  
*Select one course (3 credits)*
- ED 604 – Contemporary Issues in Education (3 credits)
- ED 681 – Curriculum Development for a Multicultural Society (3 credits)

### CLINICAL COURSES

- ED 656 – Effective Techniques of Classroom Management and Discipline (1.5 credits)
- ED 660 – Reflective Planning/Reflective Teaching (1.5 credits)

### INSTRUCTIONAL COURSES

- ED 630 – Advanced Methods and Strategies in Secondary Reading (3 credits)
- ED 658EA – Methods of Teaching ESOL (3 credits)

### INTERNSHIP

- ED 687A – Internship with Seminar Phase I (3 credits)
- ED 687B – Internship with Seminar Phase II (3 credits)

### ESOL COURSES

- ED 658EB – Teaching Reading and Writing for English Learners (3 credits)
- ED 658EC – Second Language Acquisition (3 credits)
- ED 658ED – Assessment in the ESOL Classroom (3 credits)
- ED 639 – Psychological and Linguistic Foundations of Reading (3 credits)

## COURSE DESCRIPTIONS

### **ED 601. Theories of Development: A Lifespan Perspective (3 credits)**

Discussion of the major theories of development and their application using a lifespan approach. Application of theory to child rearing and K-12 educational practices. Cognitive, social cognition, moral, psychoanalytic, ecological, maturational, and social-learning perspectives used to facilitate understanding of issues affecting development.

### **ED 602. The Social and Psychological Forces Affecting Youth (3 credits)**

A study of the sociological and psychological forces prevalent in today's world and the effects of these forces on children and adolescents. Review and critique of solutions proposed for social problems using a cultural design model, including community agencies, health systems, social services, and help for the homeless.

### **ED 603. Personality Development and Self-Esteem (3 credits)**

An exploration of the relationship between personality development and self-esteem. Implications for learning, motivation, and creativity. Specific strategies and practical methods of enhancing self-esteem.

### **ED 604. Contemporary Issues in Education (3 credits)**

A study of contemporary issues in a philosophical and historical context. The impact of Dewey, Bestor, Asante, Schlesinger, Friere, Spring, and other educational approaches, methods, and practices.

### **ED 605. Research Methods (3 credits)**

Basic principles of research methodology, design, and analysis of data. Evaluation of methodology and design. Application to education. Prerequisite: Course should be completed in the middle of the program and after two courses in the student's area of specialization.

### **ED 606. Action Research/Special Project (3 credits)**

Implementation of an action research or a special research project. Choice is made individually in consultation with a member of the faculty. Prerequisite: ED 605.

### **ED 607. Prevention Strategies, Classroom Management and Communication (3 credits)**

Developing strategies to increase positive classroom and school environments. Prevention strategies include communication; instruction; classroom environment and structure; rules, routines and procedures and developing and maintaining meaningful relationships with students.

### **ED 608PA. Brain-based Research: Implications for the Classroom Teacher (3 credits)**

Application of current brain research to everyday classroom instruction based on how the brain learns. The course will cover gender differences in learning, how sleep affects the brain, role of attention in retaining information, and how emotions affect learning (Previously ED 608).

### **ED 608PB. Supporting Students with Autism Spectrum Disorders through Inclusive Practices (3 credits)**

Strategies and techniques to support students with Autism Spectrum Disorders in general education environments. The complexity of the autism spectrum, with focus on students who exhibit characteristics of high functioning autism or Asperger's Syndrome (Previously ED 609).

### **ED 608PC. Differentiating Instruction: Responding to Every Student's Needs (3 credits)**

Differentiated instruction through tools, simulations, discussions, and research. Creation of original, differentiated products for use in the classroom (Previously ED 610).

### **ED 608PD. Psychopathology in Children and Adolescents (3 credits)**

Exploration of types of psychopathology commonly found in children and adolescents, including disorders of impulse control, depression, learning, eating, and the effects of child abuse (Previously ED 643).

### **ED 608PE. Gender Issues and Gender Role Intensification During Adolescence (3 credits)**

A study of the gender intensification hypothesis. Gender issues and gender roles as related to achievement, behavior, coping strategies, self-concept and self-esteem, social relationships, body image, anxiety, and aggression (Previously ED 645).

### **ED 615. Athletic Administration/Leadership (3 credits)**

Analysis of the strategies, objectives, and policies for managing high school and collegiate sports programs. Emphasis on personnel management, program and facility management, legal issues, fiscal and budgetary controls, rules compliance, and marketing and public relations.

### **ED 616. Sports Psychology (2 credits)**

An examination of sports from a psychological perspective. Emphasis is on the personality, behavioral, and motivational dynamics of sports involvement. Implications of competition, personality, aggression, attitudes and motivation, stress management, and group processes. Small-group research will be encouraged.

### **ED 617. Coaching Seminar (2 credits)**

An exploration of the philosophy, ethics, and strategies of coaching. Problems and contemporary issues associated with coaching at all levels. Prerequisite: ED 615.

**ED 618I. Athletic Administration/Coaching Internship (2 credits)**

On-the-job supervised learning in an athletic administrative/leadership or coaching setting. For degree and certificate candidates, completion of technology competencies and portfolio are required. Prerequisite: ED 615, 616, 617.

**ED 619. Diversity Issues in Athletics (3 credits)**

Recognize and manage issues of diversity in sports and sports organizations. Application of theoretical frameworks to contemporary diversity and inclusion issues faced in sports organizations. Examination of impact of mainstream stereotypes and misconceptions of diversity in sports.

**ED 620A. Teaching Students to Write Using Multiple Strategies: Composing (3 credits)**

Analysis of stages of writing including development of ideas, organization, voice, word choice, sentence fluency, presentation, and conventions. Exploration of strategies to help students compose quality written products. Strategies for identifying students' strengths and needs in writing.

**ED 620B. Teaching Students to Write Using Multiple Strategies: Issues of Correctness (3 credits)**

Analysis of developmental stages of writing and spelling, focusing on the development of a command of basic and advanced grammar and mechanics. Identification of common errors in written and spoken English and review of grammatical concepts that underlie these errors. Strategies to help students recognize and correct errors in their writing and in spoken English.

**ED 621. Middle School Colloquium I [content topic 1] (3 credits)**

The content discipline addressed will vary to meet students' needs. Interwoven with the content will be an emphasis on the development milestones of early adolescence and the pedagogical implications from both content and learner perspectives.

**ED 622. Middle School Colloquium 2 [content topic 2] (3 credits)**

The content discipline addressed will vary to meet students' needs. Interwoven with the content will be an emphasis on the development milestones of early adolescence and the pedagogical implications from both content and learner perspectives.

**ED 623. Middle School Colloquium 3 [content topic 3] (3 credits)**

The content discipline addressed will vary to meet students' needs. Interwoven with the content will be an emphasis on the development milestones of early adolescence and the pedagogical implications from both content and learner perspectives.

**ED 624. Middle School Special Seminar (3 credits)**

The topics of the seminar or project will vary to meet students' needs. May be repeated for credit. A maximum of 10 credits may be taken.

For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisites: ED 621, 622, and 623.

**ED 625. Strategies and Resources for Teaching Reading (3 credits)**

Exploration of a comprehensive approach to literacy education, including selection of strategies and materials, grouping options, and best uses of time to foster reading and writing. There is focus on decision making for learners at differing stages of development and from differing cultural and linguistic backgrounds.

**ED 626. Diagnosis of Reading Difficulties (3 credits)**

An exploration of reading and writing disabilities and the assessment-instruction process. Strategies to evaluate student performance and instructional context, including informal classroom-based assessments, structured inventories, and formal assessments. (MSDE-approved course in reading: Reading Assessment)

**ED 627. Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)**

A study of reading as a constructive process. Strategies to teach decoding and comprehension. Specific methods to promote response to text. Using reading as a tool for learning and planning effective instruction. (MSDE-approved course in reading: Instruction) Prerequisite: ED 682E.

**ED 628. Teaching Reading through Text (3 credits)**

An examination of the role and use of a variety of texts to teach reading. Strategies for using decodable text as well as literature, nonfiction, and functional text in the reading program and in content instruction. Structural features of narrative, expository, and functional texts and the challenges each poses for readers. (MSDE-approved course in reading: Materials)

**ED 629. Reading Assessment (3 credits; (1 credit with ED 672)**

An analysis of formal and informal reading assessments. Interpretation of informal and standardized test results. Strategies for assessing various aspects of reading performance, including oral reading, constructed-response assessments, and fluency comprehension. (MSDE-approved course in reading: Reading Assessment)

**ED 630. Advanced Methods and Strategies in Secondary Reading (3 credits)**

Strategies to ensure the success of all students in meeting the literacy demands of learning in content areas. Exploration of the effects of individual differences on student performance and motivation. Specific methods to teach and use research, media, and study skills effectively. Assessment and planning tools to assess students' strengths and needs and incorporate techniques to support

their learning. (MSDE-approved course in reading: Teaching Reading in Secondary Content Area, Part II)

**ED 631. Psychological and Social Characteristics of At-Risk and Diverse Learners (3 credits)**

Preventive emphasis on the factors placing children at risk. Retrospective and prospective at-risk research and its social and educational implications for diverse learners. An examination of genetic, biological, medical, developmental, socioeconomic, familial, and educational factors.

**ED 632. Psychological and Social Characteristics of Resilient Learners (2 credits)**

The concept of the “vulnerable but invincible” at-risk student. An examination of the protective factors and competencies that distinguish resilient at-risk children from vulnerable at-risk children. The social, educational, and familial factors that foster resiliency. The use of protective factors for prevention and educational intervention. Prerequisite: ED 631 or permission of the director.

**ED 633. Methods of Teaching At-Risk and Diverse Learners (3 credits)**

Analysis of effective organizational and instructional strategies, including psychological, social, and educational approaches for at-risk and diverse learners. Participants will be encouraged to apply techniques to students in their own classes. Prerequisite: ED 631.

**ED 634A. Special Project Seminar on At-Risk and Diverse Learners (1 credit)**

The topic of the seminar or special project will vary to meet students' needs. For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisite: 24 credits completed, including ED 631, 632, and 633.

**ED 635. Practicum Part II: Role of Reading Specialist/Literacy Coach (3 credits)**

An examination of the various facets of the role of the reading specialist. Techniques for developing a reading support program. Strategies for working with students, teachers, parents, and other staff and community leaders. Considerations in working with adults in a support role. Ideas for supporting the total school reading program. For degree and certificate candidates, completion of technology competencies and portfolio required. Prerequisite: nine credits of reading and Practicum Part I.

**ED 636. Overview of Reading Intervention Strategies (1.5 credits)**

An exploration of theories and models of reading intervention. An examination of factors that cause children to experience difficulty learning to read. Emphasis on characteristics common among intervention models, as well as characteristics that differentiate

among models. In-depth analysis of intervention models used in schools.

**ED 637. Practicum Part I: Reading Diagnosis/Instruction (3 credits)**

A clinical experience in conducting diagnostic assessment and designing appropriate instructional interventions. Supervised administration of reading measures and preparation of diagnostic reports. Opportunity for practice in application of specific intervention techniques with students experiencing difficulty in reading. Requires practicum work with children. Prerequisites: ED 625, 626, 638, and 639.

**ED 638A. Special Project Seminar in Reading Interventions: Word Identification (1.5 credits)**

Detailed examination of intervention models for word identification instruction for early literacy, intermediate children and adolescents, and for special education and inclusion classrooms. Strategies for teaching and developing word identification skills. Often requires practicum work with children.

**ED 638B. Special Project Seminar in Reading Interventions: Comprehension (1.5 credits)**

Detailed examination of intervention models for comprehension instruction for early literacy, intermediate children and adolescents, and for special education and inclusion classrooms. Strategies for teaching and developing comprehension skills. Often requires practicum work with children.

**ED 638C. Special Project Seminar in Reading Interventions: Vocabulary (1.5 credits)**

Detailed examination of intervention models for vocabulary instruction for early literacy, intermediate children and adolescents, and for special education and inclusion classrooms. Strategies for teaching and developing vocabulary. Often requires practicum work with children.

**ED 639. Psychological and Linguistic Foundations of Reading (3 credits)**

Theoretical and research-based perspectives on reading. Factors that impact reading and learning, including concepts related to phonemic awareness and its relationship to early reading success; phonemes, graphemes, and their correspondence; morphemes and structural analysis; and construction of meaning. Perspectives related to language development and reading acquisition and the variations related to cultural and linguistic diversity.

**ED 640. Collaboration: Engaging Families, Staff, and Young Children with Special Needs (2 credits)**

Designed to provide students with an understanding of working with children and their families and childcare providers through a home visiting model. Examine home visiting from a historical perspective

and from a family perspective. Topics include the characteristics of a home visitor, adult learning theory and coaching.

**ED 641IA. Multicultural Education (3 credits)**

A study of cultural patterns and values and the impact of these on interpersonal relations, curricula, and education. Specific methods, curricula, and techniques to use when working in multi- and cross-cultural settings (Previously ED 641).

**ED 641IB. Teachers as Writers: Writers as Teachers (3 credits)**

This course is designed for teachers who are engaged in the teaching of writing to students of all ages. The course will provide strategies and exercises for writing and publishing at all levels, encouraging participants to develop their own creative and professional writing skills and further their teaching abilities through the study and practice of the craft (Previously ED 695).

**ED 641IC. Choosing and Using Young Adult Literature (3 credits)**

Examination of young adult literature, including fiction, graphic novels, biography, and creative nonfiction. Strategies and classroom activities to help students find the books to encourage lifelong reading (Previously ED 696).

**ED 642. Early Intervention: An Approach to Early Care and Education (3 credits)**

Focus on planning, implementing, and evaluating early intervention programs for eligible infants, toddlers, and their families. Topics include Individualized Family Service Plan (IFSP) development, family-centered curriculum, family support techniques, problem solving and decision-making, instructional strategies, early literacy development, technology, and alternative models for provision of early intervention services.

**ED 644TA. Integrating Technology into Classroom Instruction: Content Area (3 credits)**

Exploration of best practices for integrating technology into classroom instruction. Grade levels flexible. Course content flexible based on needs associated with the Teacher as Leader in Technology program (Previously ED 644, ED 649).

**ED 644TB. Educational Technology Applications in the Classroom (3 credits)**

Review of computer fundamentals and instruction by using advanced features of Microsoft Office. Computer applications as significant elements in the learning experiences of students, not merely add-ons (Previously ED 648).

**ED 644TC. Multimedia in the Common Core Curriculum (3 credits)**

Designed to provide classroom teachers with the knowledge and skills necessary to design and use technology-based multimedia resources with the common core curriculum (Previously ED 649).

**ED 644TD. Distance Learning: Theories, History, and Application—Online (3 credits)**

A systematic approach to integration of technology in teaching, learning, and distance education. Topics include distance learning history, definition, various instructional technologies, and best practices from the perspective of current educational research (Previously ED 650).

**ED 644TE. Using Technology to Integrate Universal Design for Learning into Classroom Instruction (3 credits)**

The Universal Design for Learning (UDL) framework addresses learner diversity at the beginning of the instructional design process. Principles of UDL, strategies for approaching all learners and multiple technology tools to access resources and content (Previously ED 663).

**ED 644TF. Applying Technology in the Math Classroom—Online (3 credits)**

Provides an overview of the pedagogies and technologies that are widely integrated into teaching math. It will also familiarize participants with many resources for integrating technology in a purposeful and targeted way (Previously ED 664).

**ED 644TI. Integrating Technology into the Second Language Classroom—Online (3 credits)**

An overview of learning theory and second language acquisition, as well as principles related to collaborative and student-centered learning. Participants will employ educational technology to enhance students' learning in their own classroom (previously ED 667).

**ED 644TJ. Applying Technology in the ESL Classroom—Online (3 credits)**

An overview of learning theory and second language acquisition, as well as principles related to collaborative and student-centered learning. Participants will employ educational technology to enhance students' learning in their own classroom (Previously ED 668).

**ED 644TK. Assistive Technology—Online (3 credits)**

Familiarize special and general education teachers with various assistive and instructional technologies that may be used in the classroom to assist students with special needs and to demonstrate how these technologies can be integrated into the instructional setting (Previously ED 669).

**ED 644TL. Instructional Design–Online (3 credits)**

Examines classic and modern theories of learning and using instructional design principles for technology integration in the classroom. Students will be introduced to the field of instructional design, the systematic approach to designing instructional products, and current and emerging interactive technologies (Previously ED 670).

**ED 646. School Law (3 credits)**

An exploration of the current trends in legislation affecting the rights, duties, and liabilities of students, teachers, parents, and school administrators. A review of the role of courts and the constitutional rights, legal status, and financial responsibilities of the government at all levels of public and private education. Discussion of students', teachers', and administrators' rights to due process.

**ED 647A. Remedial Reading Techniques for Students with Severe Reading Difficulties (1.5 credits)**

Intensive remedial course to teach the Orton Gillingham approach. Special emphasis on children having serious difficulties learning to read, as well as those diagnosed with special educational needs (psychiatric, behavioral, language, and learning disorders).

**ED 647B. Remedial Reading Techniques for Students with Severe Reading Difficulties (1.5 credits or)**

Intensive remedial course to teach the Lindamood Bell approach. Special emphasis on children having serious difficulties learning to read, as well as those diagnosed with special educational needs (psychiatric, behavioral, language, and learning disorders).

**ED 651. Educating for Character (1.5 credits)**

This course is designed to provide an overview of character education as it relates to change in today's society. The course will explore the role of the school, the curriculum, and the teacher as moral influences. Participants will identify why character education is important and examine a variety of programs to determine how it can be implemented in schools. Opportunities to identify resources and develop instructional strategies which apply character education within the classroom will be explored.

**ED 652. Mediation of Conflict (1.5 credits)**

Strategies to teach the school-age child problem-solving techniques and leadership skills, to develop sensitivity toward others, and to negotiate and cope with conflict in healthy and nonviolent ways.

**ED 653. Supervision for Effective Instruction (3 credits)**

Techniques for supervision and evaluation for effective instruction. Related skills will become refined through a variety of activities. This three-credit clinical elective can be taken in place of two 1.5-credit clinical electives for those interested in school improvement or administration.

**ED 654. Special Project Seminar for Reducing Student, Classroom and School Disruption (1 credit)**

The topic of the special project will vary to meet the candidate's needs. One credit is required to complete a special project, portfolio, and technology competencies. Prerequisite: 24 credits completed, including ED 607, 661, and 662.

**ED 655CA. Motivating the Unresponsive Student (1.5 credits)**

A study of the reluctant learner and the causes contributing to a lack of motivation. Strategies to interact with the unresponsive student to improve learning (Previously ED 655).

**ED 655CB. Learning Styles, Learning Strategies, and Multiple Intelligence (1.5 credits)**

A study of cognitive, affective, and physiological traits and their impact on learning. An examination of methods of assessing multiple intelligence and learning styles. Ways to implement classroom structures and teaching methods to accommodate the diversity of learning styles and multiple intelligences (Previously ED 658).

**ED 655CC. Stress Management (1.5 credits)**

A study of factors leading to and symptoms of personal and organizational burnout. Coping strategies to decrease stress (Previously ED 659).

**ED 655CD. Practical Topics and Strategies in Special Education for School Leaders (1.5 credits)**

An examination of procedures, processes and practices that support successful education of students with educational disabilities. Includes focus on working with parents, students, teachers and ancillary staff to make the team process and the IEP implementation collaborative, comfortable and successful for all concerned. The Student Support Team and IEP team functions will be reviewed. The term Least Restrictive Environment will be discussed from cultural, social-emotional, political, geographic and instructional viewpoints. Leadership skills for teachers and school administrators including written and oral communication, collaboration, organization and culturally responsive instruction (Previously ED 645).

**ED 655CE. Using Restorative Practices to Create an Inclusive Classroom (1.5 credits)**

Explores principles and values of an innovative discipline approach, restorative practices. Includes an experiential immersion in techniques used to build classroom community and support effective problem solving. These practices support all students, and have shown promise in effectively including students who receive special education services as well as other identified subgroups. These students are statistically excluded more often from the classroom or school environment due to disciplinary issues. Teachers who use these methods often find that the overall proportion of time dedicated to managing problem behavior is reduced (Previously ED 655).

**ED 655CF. Mindfulness to Enhance Teacher and Student Learning (1.5 credits)**

A detailed examination of how “Mindfulness” is implemented in school culture to help teachers and students deal with stressors in their lives, decrease inappropriate behavior and enhance learning opportunities. Strategies for teaching and developing mindfulness and practical application to school culture will be shared. Participants will develop an implementation plan for use in classrooms and schools (Previously ED 667).

**ED 656. Effective Techniques of Classroom Management and Discipline (1.5 credits)**

The effect of planning, judgment, and interactive decision-making processes on classroom management and discipline. An examination of the impact of various discipline styles.

**ED 657A. Communications: Theory (1.5 credits)**

An examination of various theories of communication and their impact on development of active listening and concentration skills.

**ED 657B. Communications: Application (1.5 credits)**

The application of various styles of communication and a study of the most common barriers to effective communication.

**ED 658EA. Methods of Teaching ESOL (3 credits)**

An exploration of effective practices to plan, implement, and evaluate engaging classroom environments of English Learners (ELs). Emphasis on standards-based instruction building upon ELs’ unique linguistic and cultural assets. A focus on partnering with EL families and classroom teachers to provide instruction building both content and language by leveraging student strengths. Strategies to provide appropriate scaffolds and supports by English proficiency level and domain.

**ED 658EB. Teaching Reading and Writing for English Learners (3 credits)**

Focus on methods, approaches and strategies appropriate to teaching reading and writing to English learners (ELs). Elements of linguistic theory, including language transfer will be addressed. Instructional materials and methodologies to support literacy development, along with current trends and topics in second language acquisition will also be explored.

**ED 658EC. Second Language Acquisition (3 credits)**

Emphasis on second language acquisition research, theory, and practice. Elements of linguistic theory, including language transfer, will be addressed. Exploration of instructional materials and methodologies to support literacy development, along with current trends and topics in second language acquisition.

**ED 658ED. Assessment in the K-12 ESOL Classroom (2 credits)**

Exploration of various issues around assessment of English Learners including language proficiency assessments, classification, accountability, accommodations, grading, and the use of performance-based assessments to inform instruction. The role of the ESOL teacher and classroom based formative assessments

**ED 658EF. Practicum in ESOL Classroom (1 credit)**

This class will address a wide range of concepts, theories and practices related to effectively teaching English language learners (language; culture; planning, implementing, and managing instruction; assessment, and professionalism). In this course, students will relate and apply theory previously learned to their area of specialization. Students will gain an understanding of the relationship between theory, research, and professional practice through the completion of an e-portfolio and a project that provides a service to their school related to the area of specialization. Pre-requisites: ED 658EA, ED 658EB, ED 658EC, and ED 658ED.

**ED 660. Reflective Planning/Reflective Teaching (1.5 credits)**

An exploration and analysis of instructional planning processes. Strategies to engage learners and maximize learning.

**ED 661. Intervention Strategies I, Conflict Resolution (2 credits)**

Principles of alternative dispute resolution strategies, conflict resolution education and issues of violence prevention, social justice, and responsible citizenship. Theoretical and philosophical frameworks for interventions, communication, and conflict resolution.

**ED 662. Intervention Strategies II, Supporting Students with Challenging Behaviors (3 credits)**

Positive behavioral supports through a multi-tiered approach. Characteristics of several different types of students demonstrating behavioral difficulties (for example, emotional and behavioral disorders; attention deficit disorders; developmental disorders and conduct disorders). Strategies that can increase positive behaviors and design of an individualized behavior plan.

**ED 663HA. Community-Based Health Services Leadership and Strategic Planning (3 credits)**

Provides students with the knowledge and skills to develop and implement strategic planning for a community-based health services unit, and to lead that unit through completion of the plan.

**ED 663HB. Ethics, Social Issues, and Underserved Populations (3 credits)**

Provides an overview of ethical, social, and cultural implications in health care service delivery, including socio-economic status, geographic limitations, diversity, equity in care, cultural and language barriers, end-of-life considerations, access and barriers to access, and related topics.



**ED 663HC. Comparative and Alternative Community-Based Health Systems (3 credits)**

Compares And contrasts community-based health services delivery methods, organizations, and institutions including individual practice, clinics, managed care, non-profits and for-profits, religious-affiliated, state and federally run, short and long-term facilities, rehabilitative and palliative care facilities, and related systems and structures.

**ED 663HD. Internship in Health Services Leadership (3 credits)**

Topic of the seminar or internship will vary to meet students' needs. For degree candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisite 24 credits completed

**ED 665. Active Learning with Technology: Enriched Classroom Presentations (3 credits)**

Basic scripting procedures used to transform traditional desktop presentation technology to active presentations, independent learning experiences and/or a flipped classroom experience.

**ED 666. Applying Technology in the Social Sciences Classroom—Online (3 credits)**

Provides an overview of the pedagogies and technologies that are widely integrated into teaching social sciences. It will also familiarize participants with many resources for integrating technology in a purposeful and targeted way.

**ED 664. Human Resource Management in Community-Based Health System (3 credits)**

Provides knowledge and techniques required for job analyses, employee recruitment and retention, selection and placement, training and development, performance appraisal, compensation and benefits, and legal/ethical considerations.

**ED 667. Health Services Informatics (3 credits)**

Explores options for health records management systems, collection and maintenance of large data sets, data privacy and security considerations, data analysis for planning and decision-making, and data base design, delivery, and management.

**ED 668. Financial Management in Community-Based Health Systems (3 credits)**

Focuses on data driven decision-making practice and theory: capital and operations budget planning; and intentional and informed resource allocation, management of insurance and government funds, and philanthropy.

**ED 671. School Improvement Leadership: A Theoretical Perspective (3 credits)**

A consideration of the psychological, social, and administrative processes and assumptions underlying school improvement and change. Recent educational leadership and administrative research

related to programs, strategies, and techniques that address varying student needs.

**ED 672. Assessing Needs and Evaluating Progress (3 credits)**

Analysis of techniques that identify student strengths and weaknesses. Uncovering problem causality and monitoring and evaluating change. Exploration of the technical considerations of any measurement system and of ways to depict information from assessments and other indicators. Exploration of assessment consequences. (MSDE-approved course in reading: Reading Assessment when taken with one-credit ED 629)

**ED 673. School Improvement Leadership: Facilitating a Positive School Culture (3 credits)**

Tools to improve and maintain a positive school culture. Strategic planning techniques to maximize collaborative behaviors and participation. A study of systems thinking and effective staff development techniques. Prerequisite: ED 671.

**ED 674A. Special Project Seminar/Practicum in School Improvement Leadership I (1.5 credits)**

Topics of the seminar or special project include school logistics, scheduling, maintenance, finance, parent involvement, personnel, and human relations. Computer applications in management are reviewed. Other topics to address individual needs of students. For degree and certificate candidates, completion of technology competencies and portfolio are required. Part A addresses project preparation.

Required practicum for students seeking certification as Administrator I. Prerequisites: ED 671 and ED 673.

**ED 674B. Special Project Seminar/Practicum in School Improvement Leadership II (1.5 credits)**

Topics of the seminar or special project include school logistics, scheduling, maintenance, finance, parent involvement, personnel, and human relations. Computer applications in management are reviewed. Other topics to address individual needs of students. For degree and certificate candidates, completion of technology competencies and portfolio are required. Part A addresses project completion.

Required practicum for students seeking certification as Administrator I. Prerequisites: ED 671 and ED 673.

**ED 675. Teacher Leadership in Technology-Based Learning (3 credits)**

Examines how teachers can assume a technology leadership role in their schools through the lens of the change process. Examines ways schools help students use technology based on Maryland Teacher Technology Standards. Prerequisite: experience with a variety of productivity tools such as word processing, databases, spread sheets, graphics, digital imaging, presentation tools, and web design.

**ED 676. Leading Technology-Based Learning for Improved Student Learning (3 credits)**

Examines how teachers can take a technology leadership role in their schools by exploring the integration of emerging technologies into school curriculum based on Maryland Teacher Technology Standards. Analyzes cultural and societal factors related to curriculum and technology. Designs, implements, and evaluates the impact of a curriculum designed with technology integration. Prerequisite: ED 675.

**ED 677A. Special Project Seminar / Practicum in Teacher Leadership in Technology (1.5 credits)**

Enables teachers to learn how to deal effectively with critical learning issues in integrating technology within the school program based on Maryland Teacher Technology Standards. Analyzes how to work productively with other staff members to improve learning through technology. Focuses on how to help the total school community plan for the implementation of technology. Part A focuses on project preparation. For degree and certificate candidates, completion of technology competencies and portfolio are required. Prerequisites: ED 675, ED 676.

**ED 677B. Special Project Seminar / Practicum in Teacher Leadership in Technology I (1.5 credits)**

Enables teachers to learn how to deal effectively with critical learning issues in integrating technology within the school program based on Maryland Teacher Technology Standards. Analyzes how to work productively with other staff members to improve learning through technology. Focuses on how to help the total school community plan for the implementation of technology. Part B focuses on project completion. For degree and certificate candidates, completion of technology competencies and portfolio are required. Prerequisites: ED 675, ED 676, and ED677A.

**ED 678. Choosing Diverse Materials for Improving Content Learning (2 credits)**

Evaluation, analysis, and selection of a variety of appropriate texts for subject-matter learning. Investigation of issues related to text complexity and selection of text of sufficient rigor for content learning. Exploration of content reading materials that promote depth of information, offer distinctive points of view, fit reading competencies of the intended audience, and offer opportunities for a range of thinking.

**ED 679. Special Project Seminar in Literacy Strategies (1 credit)**

The topic of the seminar or special project will vary to meet students' needs. For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisite: 24 credits completed, including ED 620A, 638, and ED 678.

**ED 680. Theories of Learning (3 credits)**

Emphasis on translating theoretical knowledge about learning into meaningful applications of instruction. Explores how good teachers make decisions based on how students learn and how complex student factors affect these decisions. Two major theoretical orientations reviewed: behavioral and cognitive.

**ED 681. Curriculum Development for a Multicultural Society (3 credits)**

Principles of curriculum development, implementation, and evaluation. The role in curriculum development of diverse needs of students in a multicultural society. Impact of philosophical, historical, psychological, and societal factors on curriculum development, research, and practice. Trends and issues related to curriculum.

**ED 682E. Foundations of Reading and Language Arts: Elementary (3 credits)**

An understanding of the research and theories underlying approaches to the development of reading and written language. Intensive exploration of the foundational skills needed to teach phonemic awareness and phonics, build fluency, develop vocabulary and comprehension, and develop oral and written language proficiency. Strategies for developing skills and integrating them into broader areas of curriculum. *(MSDE-approved course in reading: Processes and Acquisition)*

**ED 682S. Foundations of Reading and Language Arts: Secondary (3 credits)**

An understanding of the research and theories underlying approaches to the development of reading and written language for secondary students. Strategies for developing skills and integrating them into broader areas of the curriculum at the secondary level. Exploration of authors, literature, and texts for reading and as models for writing at the secondary level. *(MSDE approved course in reading: Teaching Reading in the Secondary Content Area, Part I)*

**ED 683. Acquiring, Extending, and Using Knowledge in Science (2 credits)**

An examination and application of dimensions of learning in science. An exploration of both content and methodology in science.

**ED 684. Acquiring, Extending, and Using Knowledge in Social Studies (2 credits)**

An examination and application of dimensions of learning in social studies. An exploration of both content and methodology in social studies.

**ED 685. Acquiring, Extending, and Using Knowledge in Mathematics (2 credits)**

An examination and application of dimensions of learning in mathematics. An exploration of both content and methodology in mathematics.

**ED 686. Foundations of Special Education (3 credits)**

An examination of the characteristics of exceptional children, their educational needs, their legal rights, and curricular and methodological models for teaching them. Historical and philosophical development of treatments, provisions, institutions, programs, and services for exceptional children.

**ED 687A. Internship with Seminars, Phase I (3 credits)**

This yearlong internship (for traditional students) or supervised teaching experience (for conditional teachers) is divided into two time periods: phase one, field placement; and phase two, student teaching. Interns are expected to spend 20 hours a week in the classroom during their field placement for a minimum of 15 weeks in phase I, followed by full-time student teaching for a minimum of 15 weeks in phase II. Interns and supervised conditional teachers will also be required to meet for a weekly seminar during the yearlong internship experience. Functional behavioral assessment and conflict resolution will be among the topics discussed phase I. Cluster meetings with supervisors may be required. Students must also complete PPAT Task I with a B or better. An internship should be requested using the proper internship form by April 2 for fall and October 2 for spring semester following attendance of the mandatory meeting (March 2 for fall, October 2 for spring). Prerequisite: passing scores on Praxis CORE (or Praxis I prior to September 2014) or qualifying scores on the SAT, ACT, or GRE, or UG 3.0 GPA or current 3.0 in M.A.T. (see page 10); ED 656, 660, 680, and 682E or S (as appropriate); special education students: ED 688 is a prerequisite or corequisite; Praxis CONTENT to begin phase one (to be submitted by application deadline). Interns may work a part-time job only during phase I, unless conditional, but may not be a GA during internship.

**ED 687B. Internship with Seminars, Phase II (3 credits)**

This yearlong internship or supervised teaching experience (for conditional teachers) is divided into two time periods: phase one, field placement; and phase two, student teaching. Interns are expected to spend 40 hours a week in the classroom during full-time student teaching for a minimum of 15 weeks in phase II. Interns and supervised conditional teachers will also be required to meet for a weekly seminar during the yearlong internship experience. Computer competencies (Maryland Teacher Technology Standards), differentiation, and action research will be among the topics discussed in the seminars. Cluster meetings with supervisors may be required. Students must also complete and pass PPAT Tasks I, II, and III at the national level. An internship should be requested using the proper internship form by April 2 for fall and October 2 for spring semester. Prerequisite: passing scores on Praxis TRE (Special Education (all bands) and Elementary Education) to begin phase two by the internship application deadlines (April 2 for fall, November 2 for spring). Interns may not work during phase II, unless conditional, and may not be a GA during internship.

**ED 688. Educational Assessment and Diagnosis of Students with Special Needs I (General) (3 credits)**

An examination and exploration of assessment instruments and procedures diagnosing elementary through secondary students who are experiencing learning problems. Communicating assessment results to parents and teachers.

**ED 689. Educational Assessment and Diagnosis of Students with Special Needs II (Specific) (3 credits)**

Further examination, exploration, and administration of assessment instruments for diagnosing specific problems for elementary through secondary students. An emphasis on interpretation, development of prescriptive recommendations, and consultation skills with teachers and parents. Prerequisite: ED 688.

**ED 690. Curriculum Design and Adaptations for Students with Special Needs I (General) (3 credits)**

Principles of curriculum development, implementation, and evaluation and their role in addressing students with disabilities. Intervention, management, consultation, adaptations (including computer adaptations), and instructional procedures for students with special needs.

**ED 691. Curriculum Design and Adaptations for Students with Special Needs II (Specific) (3 credits)**

Developing programs to address the needs of different disabilities and diverse individual education programs including computer adaptations. Course divides into two sections, 1-8 (general transitioning procedures), 6-12 (school-to-work transitions, including vocational education).

**ED 693. Methods and Strategies in Secondary Education, Part I (3 credits)**

Explores a variety of instructional techniques, including reflective teaching and inductive and constructive approaches to teaching. Specific application to content areas.

**ED 694A. Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part IIa (2 credits by specialization)**

Blends theory and practice of teaching with an expert coach in the specific area of certification. Explores the implementation of instructional decision-making in a content discipline through problem-based seminars and study groups. Videotaping for analysis may be used throughout the course.

**ED 694B. Methods and Strategies in Secondary Education and Specialty Areas (Pre-K 12), Part IIb (2 credits by specialization)**

Blends theory and practice of teaching with an expert coach in the specific area of certification. Explores the implementation of instructional decision-making in a content discipline through problem-

based seminars and study groups. Videotaping for analysis may be used throughout the course.

**ED 697. Reading Strategies for Content Learning (3 credits)**

Challenges of supporting high-quality subject-matter learning through effective reading strategies, including discipline-specific challenges. Investigation of strategies, grouping options, differing cultural and linguistic backgrounds.

**ED 698A. Special Project Seminar for Special Education I (1 credit)**

Students demonstrate understanding of relationship between theory, research and professional practice through completion of e-portfolio and a project that provides a service to their school related to the area of specialization. Part A concerns project preparation.

**ED 698B. Special Project Seminar for Special Education II (1 credit)**

Students demonstrate understanding of relationship between theory, research and professional practice through completion of e-portfolio and a project that provides a service to their school related to the area of specialization. Part B concerns project completion. Pre-requisite: ED 698A.

**ED 699. E-portfolio Completion (0 credits)**

Completion of electronic portfolio. Prerequisite: completion of M.Ed. program or professional development certificate coursework.

Courses cover all areas of arts administration including marketing, finance, grantsmanship, fundraising and development, leadership, advocacy, public policy, arts and social justice, arts education, law and the arts, cultural policy, community development, international arts policies, entrepreneurship, producing and presenting, and arts service.

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**LEARNING OUTCOMES**

- Students will understand the artistic, social, political, economic, historical, and global environments in which they and cultural organizations operate. They will understand the interconnectedness of these systems and how to work effectively within and through them.
- Students will have basic competencies in, and an ability to communicate in writing and in person about marketing, grantsmanship, financial management, fundraising and resource development, leadership, legal issues pertaining to the arts, cultural policies, the arts and social justice, and entrepreneurship.
- Students will understand organizational dynamics including board and staff roles, leadership, audience development, ethics and integrity, an ability to work with diverse groups of people, relationship-building, and stewardship of an organization and its resources.

**MASTER OF ARTS IN ARTS ADMINISTRATION**

The Master of Arts in Arts Administration (MAAA) program prepares individuals to be leaders, thinkers, entrepreneurs, advocates, and teachers in the ever-changing field of arts administration.

It prepares individuals to lead, develop, and manage arts organizations in all art forms including dance, theatre, music, visual arts, folk arts, museums, literary arts, media arts, and community arts as well as in cultural policy, arts service organizations and educational programs. .

Students complete 39 credits of required and elective courses and join an active network of faculty, students, and alumni. Most students continue to work full-time while completing the MAAA program and immediately apply what they are learning. Most complete the program in 2 - 4 years. Courses are offered online year-around and during a 7 - 9 day residency on campus in July. Courses are led by faculty who are themselves arts administrators, and offer personalized attention, networking, and the ability to customize areas of focus.

**COURSE REQUIREMENTS:**

- AAD 601 – Principles of Arts Administration (3 credits)
- AAD 605 – Writing & Research for the Arts Administrator (3 credits)
- AAD 610 – Leadership & Strategic Planning (3 credits)
- AAD 611 – Financial Management for the Arts (3 credits)
- AAD 612 – Marketing the Arts (3 credits)
- AAD 613 – Developing Financial Resources (3 credits)
- AAD 614 – Law and the Arts (3 credits)
- AAD 617 – Public Policy for the Arts (3 credits)
- AAD 625 – Grantsmanship (3 credits)
- AAD 627 – International Arts Policy (3 credits)
- AAD 650 – Independent Study (3 credits)
- AAD 651 – Major Paper (3 credits)

**ELECTIVE COURSES:**

- AAD 619 – Cultural Ecosystem: The Arts in Community (3 credits)
- AAD 630 – Managing Performing Arts Organizations (3 credits)
- AAD 631 – Managing Visual Arts Organizations (3 credits)
- AAD 634 – Planning & Managing New Ventures/Entrepreneurship in the Arts (3 credits)

AAD 635 – Topics in Arts Administration (1.5 credits)  
AAD 636 – Arts in Education (3 credits)  
AAD 637 – Directed Reading in Arts Administration (1.5 credits)  
AAD 640 – Art and activism for social justice (1.5 credits)  
AAD 641 – Launching Graduate School (1.5 credit)

## COURSE DESCRIPTIONS

### **AAD 601. Principles of Arts Administration (3 credits)**

This course introduces students to the history and practice of arts administration. It examines the distinctions and challenges common to all areas of the arts and considers the differences in mission and administration among organizations in theatre, dance, music, visual arts, media arts, arts councils and arts service organizations, arts education, and multidisciplinary organizations. The course examines regulations and distinction related to nonprofit status and various new hybrids. It reviews community involvement in the arts at the local, state, regional and national levels. It examines the cultural and economic contributions of the arts.

### **AAD 605. Writing And Research Methods For The Arts Administrator (3 credits)**

This course will strengthen students' writing and research skills in preparation for a career in arts administration. The course will prepare students not only for the professional writing needed in the field, but also for the academic writing that is expected in the M.A.A.A. program. Students will build on their current skills, emphasizing the use of style and tone to reach an audience, the mechanics of good writing, and editing skills. Using analysis and problem-solving methods, students will consider approaches that may be useful in a variety of situations that arts administrators may face. The research section of the course will review the steps required for academic research, synthesis of research findings, organization of a paper, and proper citation. Required for the first year.

### **AAD 610. Leadership And Strategic Thinking (3 credits)**

This course examines the characteristics of effective leadership in a nonprofit arts organization. It considers the ways in which skills and abilities can inspire the most productive interactions with and amongst artists, arts administrators, staff, boards, volunteers, audiences, etc. The course examines the best approaches to governance and structure for different types of arts organizations, and examines ethical considerations. The course looks at the changing needs of leadership as well as strategic planning related to organizational and community changes.

### **AAD 611. Financial Management For The Arts (3 credits)**

This course introduces students to financial and accounting principles for the nonprofit executive. The vocabulary of finance, the tools for analysis of financial statements, the review of internal controls, and the basics of budgeting will help the student understand

the role of the nonprofit manager in leading the organization to sound financial decisions.

### **AAD 612. Marketing The Arts (3 credits)**

This course examines the development of internal and external marketing plans. It considers various approaches to maximize impact for different types, styles, and sizes of arts organizations. It examines the most productive uses of all forms of media. The course focuses on audience development and demographics, market segmentation, relationship products, promotional tools and tactics, e-marketing and uses of social media, research, customer service, and media relations.

### **AAD 613. Developing Financial Resources (3 credits)**

This course prepares students to take a leadership role in the planning and management of a comprehensive development program for a non-profit arts organization. It focuses on annual giving by individual, corporate, and foundation donors and examines the value of face-to-face solicitation, donor benefits, events, mass mailings, telefunding, social media, and online giving to secure contributed income. Participants will learn to identify, cultivate, solicit and steward donors at all levels and to develop fundraising skills and instincts among an arts organization's board, staff, and volunteers. An introduction to capital, planned giving, and endowment campaigns rounds out this core offering. *Prerequisite: AAD 611 Financial Management.*

### **AAD 614. Law And The Arts (3 credits)**

This course examines the legal rights and responsibilities of artists and artistic institutions. Topics include the law of intellectual property (copyright and trademark), moral rights, personality rights (defamation, publicity, and privacy), and freedom of expression. The course also provides an introduction to basic contract law and to the structure and language of contracts, including commissioning, performance rights, and music licensing agreements. Other legal issues that arise in the management of arts organization may also be discussed.

### **AAD 617. Public Policy For The Arts (3 credits)**

This course examines governmental policy on the arts at the national, state and local levels including the history of public arts policy in this country and current politics. Understanding and changing public policy, identifying decision-makers and developing a vocabulary for successful advocacy are major components of the course. This course is taken during each student's second summer residency.

### **AAD 625. Grantsmanship (1.5 credits)**

This course will cover the process of researching, preparing, and managing corporate, foundation, and government grants for nonprofit arts organizations. Topics to be covered will include research, cultivation, understanding guidelines, program development,

outcomes-based evaluation, letters of intent, preparation of proposals, and reporting process. Students will become familiar with their own local funding environment, and will prepare complete grant proposals.

#### **AAD 627. International Arts Policy (3 credits)**

This course examines international arts policy, including those policies of Asia (Far East and Middle East), Europe, North America, South America, Africa, and Australia. The primary goal of the course is to better prepare graduates to operate in a global context with an awareness of international artistic and cultural diversity. It is taken during the third summer residency, and it includes student interaction with faculty and guest lectures representing major cultures covering various continents/regions. Students will develop an awareness of the ways in which cultural policies influence cultural development, cultural exchange, international economics, and programming within that culture. Students will examine current and historical factors that influence cultural policies and political agendas around the world.

#### **AAD 650. Independent Studies (3 credits)**

The purpose of the M.A.A.A. Independent Study is for each student to learn through individualized participation, research, guidance and/or observation. It is often taken in advance of the major paper.

#### **AAD 651. Major Paper (3 credits)**

The major paper is a research paper and presentation that students do in their last year in the program. Students receive guidance regarding their major paper work throughout the process from the Major Paper Director, the M.A.A.A. Program Director, faculty and other team members.

### **ELECTIVES**

#### **AAD 619. Cultural Ecosystem: The Arts In Community (3 Credits)**

This course examines the manner in which artists and arts organizations build community, and function within and support their communities. Topics include: the historical context of arts in our communities, changing demographics and their impact on artists and audiences, the integration of multiple cultures into arts policy, and programs, understanding cultural democracy, using the arts in the development of community identity, the arts and economic development, and community cultural planning.

#### **AAD 630. Managing Performing Arts Organizations (3 Credits)**

This course examines the particular challenges related to theatre, music, and dance organizations as well as those involved in presenting performances and in management of performing arts venues. Course topics include contractual agreements, cooperative ventures between organizations, and managing organizations in transition. Organizational needs are considered from various points

of view (staff, artists, board, patrons, funders, etc.). Issues are examined through a case study approach.

#### **AAD 631. Managing Visual Arts Organizations (3 Credits)**

This course dissects and examines the myriad challenges facing the director of an art museum, nonprofit art gallery or alternative space. Topics will include ethical issues, board governance, the pros and cons of facility expansion, provenance issues, fundraising strategies and their "catch-22" components, audience development, media communication, managing controversy and change, the organization's role as educator, collaborative ventures, the critical investment in exhibitions, collecting and deaccessioning, and working with contemporary artists.

#### **AAD 634. Planning And Managing New Ventures/Entrepreneurship In The Arts (3 Credits)**

This course is designed to provide the student with insights into setting up a new artistic venture or re-designing an existing program. Students will explore creating a concept, vision and mission; the life cycles of a non-profit, leadership issues; building support in the larger community; developing financial viability on many levels; public relations, marketing, outreach and audience development.

#### **AAD 635. Topics In Arts Administration (1.5 Credits)**

This course provides the opportunity for students to examine in depth 2 - 3 current topics in arts administration during a semester. Students will work individually and together to examine research and case studies, explore different perspectives, possibly interview those directly involved, and discuss the political, social, and economic impact of current events in the arts. Examples of potential topics include nonprofit board development, financial gift acceptance policies, sexual harassment, crisis management, developing organizational dei policies, building and sustaining wellness in the workplace.

#### **AAD 636. Arts In Education (3 Credits)**

This course will study the various arts education methodologies practiced in the classroom, explore models of best practices in different settings in urban and rural schools, discuss the role of the arts in academic learning, and examine public support for arts in education and advocacy for such support. Students will survey their own communities and professional backgrounds to build a context for their understanding of the coursework, discuss assigned readings and issues in arts education, and practice resolution of real-life situations in arts instruction, seeking public support, and developing advocacy strategies to ensure the permanence of arts in the core curriculum of all schools.

#### **AAD 637. Directed Reading In Arts Administration (1.5 Credits)**

Directed reading can be designed by a student on an individual basis to broaden the student's knowledge in a particular area of arts administration. Students interested in taking this course must

have the prior approval of the director, an outlined bibliography, and a faculty member who has agreed to advise their work.

#### **AAD 640. Art And Activism For Social Justice (1.5 Credits)**

This course examines ways that the work of artists reflects the social and political issues of their day. Art can convey strong emotions, raise awareness, affect change, and lift up the voices of those who may be marginalized. This course will examine the performing and visual arts and the artists who have inspired movements, founded organizations, altered perceptions, changed laws, and kept histories alive.

#### **AAD 641. Launching Graduate School (1.5 Credits)**

This course will focus on ensuring that all new students have the information and skills they need to be most successful in our M.A.A. program. This course will include using technology; time management; writing, reading, and research; using library services; and understanding yourself and working with others (a Myers Briggs approach). It is designed to be completed before students begin their other courses.

### **MASTER OF ARTS IN CULTURAL SUSTAINABILITY**

Established in 2010, the Master of Arts in Cultural Sustainability (MACS) prepares emerging cultural leaders to effectively build community capacity for sustainability, resilience, and innovation in the face of complex social challenges; to act in the world as leaders, writers, thinkers, teachers, activists, entrepreneurs, and members of organizations. The curriculum follows a methodological orientation that insists on ethical practice, deep human inquiry, relationship building with people in communities, and ongoing assessment and reflection. To earn the Master of Arts in Cultural Sustainability, students complete a minimum of 42 credits of required, elective and professional management courses. The required courses comprise half (21 credits) of the degree and include a six-credit capstone project in the field. The additional course credits are drawn from 12 program electives and from 9 management credits. Students are encouraged to seek out Internships that will prepare them for a professional career. Most students complete the program in two or three years.

Courses are conducted online and during our nine-day residency on Goucher's campus in July, allowing students to continue working while pursuing a degree regardless of location. The low-residency component provides face-to-face interaction and fieldwork opportunities with faculty and other students in the program.

#### **LEARNING OUTCOMES:**

- Collaborative Community Partnerships: Identify strategies for cultivating a network of practitioners and organizations

in support of community-driven cultural sustainability and a community of practice.

- Community-Based Research: Design and implement projects using diverse methods that apply knowledge of cultural practices to contemporary issues in cultural sustainability with results that are meaningful and valued by communities.
- Ethical Action: Evaluate ethical actions, programs, and policies that honor local voices, foster community self-determination, and empower community efforts towards cultural sustainability.
- Professional Leadership: Demonstrate a range of professional management skills that contribute to organizational sustainability, foster ethical partnerships and collaborations, and align with community practices.

### **COURSE REQUIREMENTS**

- CSP 600 – Cultural Sustainability (3 credits)
- CSP 605 – Cultural Policy (3 credits)
- CSP 612 – Research Methodologies and Design (3 credits)
- CSP 615 – Cultural Partnership (3 credits)
- CSP 671 – Critical Perspectives in Community-Based Research (3 credits)

#### **CAPSTONE COURSES:**

- CSP 675A – Capstone Proposal (1.5 credits)
- CSP 675B – Capstone Implementation (4.5 credits)

#### **ELECTIVES**

For the 12 elective credits required, students may select from the Cultural Sustainability electives below, or may choose to take some courses from the Arts Administration, Environmental Sustainability & Management, Historic Preservation, or Management electives, with approval. Students will work with their advisors to determine electives that reflect their professional goals.

- CSP 610 – Introduction to Cultural Documentation (3 credits)
- CSP 618 – Cultural Sustainability Theory Seminar (3 credits)
- CSP 620 – Food and Foodways (3 credits)
- CSP 625 – Festivals, Events and Performances (3 credits)
- CSP 628 – Principles of Cultural Mediation (3 credits)
- CSP 635 – Interpretive Planning and Project Management (3 credits)
- CSP 635 – Interpretive Planning and Project Management (3 credits)
- CSP 638 – Language Preservation (3 credits)
- CSP 640 – Exhibits, Real and Virtual (3 credits)
- CSP 642 – Culture and Calamity (3 credits)

CSP 648 – Museums and Communities (3 credits)  
 CSP 650 – Organizing Communities: Advocacy, Activism, and Social Justice (3 credits)  
 CSP 653 – Topics and Issues in Cultural Sustainability (3 credits)  
 CSP 654 – Cultural Representation at the Smithsonian Institution (3 credits)  
 CSP 656 – The Dynamics of Identity (3 credits)  
 CSP 657 – Culture, Spirituality & Sustainability (3 credits)  
 CSP 660 – Oral History (3 credits)  
 CSP 665 – Arts of Social Change (3 credits)  
 CSP 668 – Field Work (3-4.5 credits)  
 CSP699 – Internship/Independent Study (1.5 – 4.5 credits)  
 GRW 601 – Writing Studio (this course is free and carries no credits)

## MANAGEMENT COURSE REQUIREMENTS

NOTE: Students will work with their advisors to select a set of courses that best meet their professional goals. With approval from their Program Director, Students may choose one or two courses from the Arts Administration curriculum to meet these requirements.

PMGT 601 – Leadership and Self-Development I: Leadership Styles (3 credits)  
 PMGT 605 – Digital Ethics and Intellectual Property (3 credits)  
 PMGT 608 – Principles of Project Management (3 credits)  
 PMGT 610 – Strategic Management (3 credits)  
 PMGT 614 – Integrated Marketing Communications (3 credits)  
 PMGT 616 – Financial Skills and Managerial Accounting (3 credits)  
 PMGT 617 – Principles of Marketing (3 credits)  
 PMGT 621 – Fundraising (1.5 credits)  
 PMGT 623 – Grantwriting (1.5 credits)  
 PMGT 626 – Nonprofit Leadership and Management (3 credits)  
 PMGT 630 – Designing and Delivering a Learning Experience (1.5 credits)  
 PMGT 638 – Innovation in the Social Sector (3 credits)  
 PMGT 636 – Introduction to Social Entrepreneurship (3 credits)  
 PMGT 641 – Social Networks and New Media (1.5 credits)  
 PMGT 643 – Writing for Different Audiences (3 credits)  
 PMGT 644 – Strategies for Reaching the Media (3 credits)  
 PMGT 650 – Models of Social Entrepreneurship (3 credits)

## CERTIFICATE OPTIONS

### DOCUMENTING COMMUNITIES: PUTTING STORIES TO WORK (12 CREDITS TOTAL)

CSP 600 – Cultural Sustainability (3 credits)  
 CSP 610 – Introduction to Cultural Documentation (3 credits)  
 CSP 660 – Oral History (3 credits)  
 CSP 671 – Critical Perspectives in Community-Based Research (3 credits)

### HUMANITARIAN LEADERSHIP AND ETHICAL ADVOCACY (15 CREDITS TOTAL)

PMGT 601 – Leadership and Self-Development I: Leadership Styles (3 credits)  
 CSP 615 – Cultural Partnership (3 credits)  
 CSP 628 – Principles of Cultural Mediation (3 credits)  
 CSP 650 – Organizing Communities: Advocacy, Activism, and Social Justice (3 credits)

### ELECTIVES:

PMGT 620 – Leadership and Self-development II: The Creative Professional (1.5 credits)  
 PMGT 626 – Nonprofit Leadership and Management (3 credits)  
 PMGT 650 – Models of Social Entrepreneurship (3 credits)

## COURSE DESCRIPTIONS

### **CSP 600. Cultural Sustainability (3 credits)**

This course introduces cultural sustainability both through its interdisciplinary theoretical foundations in cultural policy, public folklore, anthropology, and community arts, and through reflection on cultural activism and inquiry.

### **CSP 605. Cultural Policy (3 credits)**

Culture matters to people, and is threatened by globalization and modernity in troubling ways. As a matter of public policy, culture has been defined and addressed in different ways. This course looks at the history of these formulations and the practices they have engendered, and suggests ways that the value of culture is of critical importance to policy makers seeking a sustainable and livable future.

### **CSP 612. Research Design and Methodologies (3 credits)**

This course offers practical applications for students. Processes include ethnographic research conducted in collaboration with communities, principles of ethical research design, navigating community participation and approvals, as well as considerations for sharing and distribution of the work itself. In this course, students identify an appropriate methodology and design a research project in a community in consultation with the instructor. They are expected to submit a professional quality research proposal that demonstrates best practices in ethical research design and articulates a selected methodology. The proposal includes a site description, initial documentation, resource listings, next steps, and a reflection on the principles of practice that inform the research design. Students may use this class to articulate key research questions they wish to explore in their Capstone. Prerequisites: CSP600 and CSP671.

### **CSP 615. Cultural Partnership (3 credits)**

What are effective strategies for scholars and organizations to work with communities to help develop the capacity for those communities to make choices about what matters to them? This course explores



ways that effective enduring partnerships and programs can be developed to reflect the voices and aspirations of communities, their stakeholders, and the cultural organizations that serve them.

### **CSP 671. Critical Perspectives in Community-Based Research (3 credits)**

Students in this course analyze the historical, conceptual and theoretical underpinnings of ethnography to articulate a unique perspective on research methodologies grounded in the principles of cultural sustainability and embracing of the power of collaboration within and across communities to co-create representations of culture. This course explores multiple research approaches and modalities to understand the implications of fieldwork and the critical role of research in working with communities. Students examine issues of subject position, representation, mediation, collaboration, and action. Finally, students analyze extractive and colonizing histories in ethnography to shape alternative approaches that are community-based and community-driven.

Prerequisite or Concurrent with: CSP600

### **CSP 675. Capstone (6 credits)**

The Capstone is undertaken over two semesters. Students work with a committee of three advisors and choose either an immersion fieldwork project, a public program in a cultural institution or community, or an academic thesis. Under the mentorship of a faculty advisor, students develop their proposal in the semester prior to beginning their Capstone. Students are expected to present and defend a final document which demonstrates mastery of the core concepts of cultural sustainability. Students must submit a Letter of Intent to be approved by the Program Director on order to be enrolled in their Capstone.

## **ELECTIVES**

### **CSP 610. Introduction to Cultural Documentation (3 credits)**

Cultural documentation provides an orientation and foundation in the methodologies used to understand and engage with the cultural processes and assets of value to communities. This course introduces best practices in cultural documentation, the use of ethnographic fieldwork and digital media to record and understand culture, and the ethical and practical issues involved in appropriately and effectively engaging with people in a variety of community contexts.

### **CSP 618: Cultural Sustainability Theory Seminar (3 credits)**

This course considers and develops the foundations of cultural sustainability as an emerging academic field, a theoretical framework and a mode of practice. The seminar will help students deepen their understanding of cultural sustainability as a concept, better articulate the value of their own practice, and serve as a platform for the intellectual development of the field. Students will develop a

theoretical essay applying relevant concepts from this inquiry to their own area of interest.

### **CSP 620. Food and Foodways (3 credits)**

Food and foodways are integral to many aspects of cultural identity and activity, and important to consider in the development of projects in cultural and economic sustainability. In order to comprehend a community, it is important to understand how and why that community uses food to construct and maintain identity and tradition, express values and beliefs, perform identity, present itself to the public, manage health systems, use environmental resources, and support indigenous and local economies.

### **CSP 624. Environment, Development and Economics (3 credits)**

This course examines how natural resources intersect with social and economic development initiatives. We will review the different kinds of natural resources and review case studies of both successes and failures in regard to sustainable use and community benefits. Special attention will be paid to community-based initiatives and examples of inclusive decision making and policy design.

### **CSP 625. Festivals, Events and Performances (3 credits)**

How and why do people celebrate? How can festivals construct a "separate space" outside the "everyday." What are the transformative, transgressive, subversive and communal possibilities for the employment of the "festive vocabulary?" How can a festival create a sense of what Victor Turner called "Communitas?" In this course, students will explore these questions; learn the basic elements of the festival; identify its history, motivation and multi-vocal meanings; learn the different elements of the "festive landscape;" provide analysis of community festivals in social and historical context; and, develop a festival program, including key thematic elements such as music, craft, and narrative components.

### **CSP 628. Principles of Cultural Mediation (3 credits)**

Without the recognition of difference of opinion, viewpoints, and individual value systems, conversations around divisive issues can often be dominated by polarized and destructive debate. Creating a space for dialogue can allow for these multiple viewpoints to be shared. Students will reflect on how their own cultural background frames their understanding of themselves and others, and will develop an understanding of how intercultural dialogue and mediation can be utilized to work successfully and ethically in partnership with communities.

### **CSP 630. Community and Economic Development (3 credits)**

A critical feature of cultural sustainability is the development of strategies that align with economic vitality and benefit cultural practitioners. This course surveys, analyzes, and evaluates efforts of this nature: cultural tourism, schools, marketing initiatives for cultural products, and other forms of entrepreneurship.

**CSP 635. Interpretive Planning and Project Management (3 credits)**

This class provides insight and guidance into the planning and implementation of cultural programming at museums and similar organizations. Students will explore best practices and current issues pertaining to the development of interpretive approaches and their concrete implementation in these settings.

**CSP 638. Language Preservation (3 credits)**

Language is one of the most salient and identifiable aspects of human culture. Human languages are important aspects of a culture's identity and sovereignty. Throughout the world communities are facing unprecedented language endangerment and half of the world's languages may become extinct in the next 100 years. This course provides an introduction to the practical and theoretical causes of language shift and what this shift means for impacted communities. Selected case studies provide a global perspective on the discourse.

**CSP 640. Exhibits, Real and Virtual (3 credits)**

Museum exhibitions, publications, websites, and other media provide powerful tools for sustaining, strengthening, and showcasing the cultural assets and practices of communities for purposes of education, advocacy, and preservation. Students explore the use of text, image, video, and sound in effectively telling the story of themes and issues that matter to communities.

**CSP 642. Culture and Calamity (3 credits)**

There are physical, psychological, social, and cultural dimensions to upheavals in community life, whether caused by war, economic or environmental devastation, forced displacement, or even policy. Human expression, even in the most authoritarian states and in the direst hours of crisis, cannot be silent. This course will examine the cultural and artistic aspects of upheaval and conflict around the world, including the destruction of traditional culture and emergence of new forms and voices. Case studies and readings will examine culture as a reflection and record of upheaval and as a creative response to it.

**CSP 648. Museums and Communities (3 credits)**

Today's museums are re-considering their civic missions and practices, the ways they engage new partners and audiences, and, therefore, their priorities. Many believe that the health of museums depends on becoming more civically engaged with a range of communities. Successful museums engage in dialogue about civic empowerment and often center on issues of how and where citizens seek and engage each other, about their senses of power, trust, and agency. This cornerstone course encompasses the unique and critical issues of working in today's museums, and offers strategies for connecting museums with communities in ways that position them as principal players in cultural sustainability.

**CSP 650. Organizing Communities: Advocacy, Activism, and Social Justice (3 credits)**

This course introduces students to the methods and perspectives of community organizing. Cultural sustainability is often a matter of social justice and self-determination, and knowledge of community organizing strategies provides a critical tool for Cultural Sustainability practitioners. Organizing, advocacy, and action strategies will be shared and assessed particularly as they pertain to matters of cultural democracy.

**CSP 653. Topics and Issues in Cultural Sustainability (3 credits)**

Cutting across much of the curriculum in the M.A.C.S. program is a landscape of familiar but under-examined concepts that occasionally deserve focused study and analysis. At the same time, new topics or issues come up that require timely attention. Social concepts such as power, equity, and representation, have generated a body of literature and discourse applicable to cultural sustainability. This course enables M.A.C.S. students to explore a particular topic or issue in depth and achieve a degree of mastery. The topics will vary relevant to current issues.

**CSP 654. Cultural Representation at the Smithsonian Institution (3 credits)**

Undertaken in partnership with the Smithsonian Center for Folklife and Cultural Heritage (CFCH), students-- learn about issues and practices for representing cultures at the Smithsonian Folklife Festival and museums in general. Through readings, lectures, and mentoring, the course explores representation, cultural brokerage, and interpretation in museums and festivals. Working with Smithsonian curators, students learn about festival management, program development, and digital media. They carry out practices for presenting traditions by incorporating community voices and perspectives through such experiences as digital storytelling, virtual exhibits, and collaboration with community members to present their traditions to new audiences. Through coursework students contribute to programs underway by CFCH and, when applicable the Smithsonian Folklife Festival.

**CSP 656. The Dynamics of Identity (3 credits)**

This course examines the concept of identity to better understand how it influences the individuals and communities with which we work, as well as how we work with them. Students review the intellectual history of the idea of identity, the varied meanings it has, and the constellation of concepts and theories to which it is key (self, group, community, etc.) We then consider the influences on the construction -- and reconstruction -- of identity and the ways in which it is performed and interpreted.

**CSP 657. Culture, Spirituality & Sustainability (3 credits)**

To effectively work toward sustaining cultures, it is essential to understand the centrality and implications of spirituality in those cultures. In this course, students explore some of the ways spirituality

is inextricably embedded in a community's worldview: in views of nature, morality, leadership, family life, and in artistic expression. We consider how recognition of these connections enhances sustainability efforts and promotes community engagement.

### **CSP 660. Oral History (3 credits)**

This course provides training in best practices in oral history documentation. Through hands on instruction and mentorship with oral history practice, students will develop the knowledge and skills to professionally conduct oral history research.

### **CSP 665. Arts of Social Change (3 credits)**

When faced with social injustices, including threats to survival, sustenance, or culture, humans often respond creatively by making art. Sometimes these arts draw on traditional cultural aesthetics and may represent the continued survival of defiant cultural art forms that will not be extinguished. Other times they take on a more innovative or even radical nature, emerging as new practices, narratives, or popular expressions. This course examines the vibrant use of arts to address social justice concerns and explores art in the context of the famous metaphoric view of art as either a mirror that reflects social reality or the hammer that shapes it.

### **GRW 601. Writing Studio (this course is free and carries no credits)**

Designed as a studio to enhance writing and find your academic voice, this course helps students assess and improve critical reading and writing skills, especially those necessary for academic writing and thinking. With the instructor acting as coach, students workshop their writing, either a paper for another course, or a new piece. Topics include thinking about writing (metacognition); reading for content; planning, organizing and using evidence in academic writing and thinking; making a supported argument; and editing for clarity and effectiveness. Students who have taken this course show a marked increase in their confidence and integrity as academic writers.

## **MANAGEMENT ELECTIVES**

### **PMGT 601. Leadership and Self-development I: Leadership Styles (3 credits)**

This course will help students define leadership styles and set personal goals. Students will integrate conceptual knowledge and self-awareness within the context of ethical practice, social responsibility, and innovative practice.

### **PMGT 605. Digital Ethics and Intellectual Property (3 credits)**

Examination of ethical issues as applied to digital and traditional sound and imagery in film, video, and photography. Students will examine current and historical events where the manipulation of imagery and sound, context, and point of view attempt to produce propaganda and other manipulated viewpoints. Includes a review of

practices related to copyrighting work and control of intellectual property.

### **PMGT 608. Principles of Project Management (3 credits)**

This course is intended as an overview, describing the fundamental principles, processes, knowledge areas, and tools and techniques of project management. Students will learn how to manage the "faster, better, cheaper" pressures that most organizations face. Topics include the project management life cycle, selecting projects, project planning, quality management, and controlling projects.

### **PMGT 610. Strategic Management (3 credits)**

This course prepares students to assess their organization's strategy, culture, and operations and analyze competitors and the larger industry. Students will learn to use strategic management tools and develop their analytical skills in order to identify opportunities for competitive advantage. They will also use quantitative tools to measure organizational performance in order to achieve economic and environmental objectives. The course teaches students how companies, institutions, and regulators can incorporate the concept of triple-bottom-line reporting.

### **PMGT 611. Communications (3 credits)**

This course gives an overview of the elements of effective professional communications: clear, concise writing; successful public relations strategies; advertising; traditional and current marketing principles; crisis management; and use of emerging technologies such as social media. This course will explore these communications elements as they apply to nonprofit organizations, arts organizations, and self-promotion.

### **PMGT 614. Integrated Marketing Communications (3 credits)**

A strong brand authentically represents an organization's vision and culture while also conveying key messages. Integrated marketing communications (IMC) strategies focus on building brands by developing relationships with customers. The focus of this course is on how to develop a strategic message and communications plan that is integrated across media both online and offline to create a consistent and seamless experience. Students will formulate and analyze promotional goals; develop campaign messaging, strategy, and creative media plan; select appropriate channels for relevant audiences; and learn tools to evaluate the effects and results of a campaign and determine its success. This course will use examples from social marketing and cause marketing that address social, cultural, and community issues.

### **PMGT 616. Financial Skills and Managerial Accounting (3 credits)**

This course covers the creation and interpretation of financial statements, with a particular focus on building financial statements, cash flow, accounting controls, financial analysis, cost-benefit analysis, financial budgeting and applying accounting information for

managerial decision-making. The course stresses using financial information within organizations for understanding and analyzing activities and operations. Students learn linkages between accounting information and management planning through cost analysis (including activity-based costing), operational and capital budgeting, and performance measurement. Students learn how to build financial models, analyze business plans and to justify management decisions to create financially sustainable organizations.

**PMGT 617. Principles of Marketing (3 credits)**

The purpose of this course is to look at marketing as a broad concept, beyond the usual functions of selling and advertising. Students will explore the principles of marketing management and the tactics for achieving strategic marketing goals. Students will also investigate relevant social and ethical issues related to marketing. The course goals are for students to develop competency and apply the concepts and skills learned in order to produce a professional quality marketing plan. The plan should include an analysis of the customer (including the customer identity, segments, values, and behavior), a clear and compelling value proposition or unique selling proposition, incorporate all the elements of the marketing mix in appropriate ways, and utilize the tools of segmentation and SWOT analyses to guide strategic marketing decision making.

**PMGT 621. Fundraising (1.5 credits)**

This course provides guidance and resources in fundraising for programs and organizations. Topics include private and public funders, innovations in fundraising, and broader issues surrounding philanthropy, community, and service.

**PMGT 623. Grantwriting (1.5 credits)**

This course provides guidance and resources in the craft of grant writing for programs and organizations. Topics include private and public funders, grantsmanship, and grant management.

**PMGT 626. Nonprofit Leadership and Management (3 credits)**

This course provides the broad knowledge necessary to understand and successfully contribute to the nonprofit organization. Topics covered include: understanding the place of nonprofits in society; developing, guiding, and managing a board; program development and evaluation; volunteer development and management; fundraising and development; ePhilanthropy; and other selected topics.

**PMGT 630. Designing and Delivering a Learning Experience (1.5 credits)**

This course will engage students in preparing for, planning, and delivering a learning experience. Topics will include analyzing and targeting a specific audience; choosing appropriate teaching methods for a given audience; developing and producing content; facilitating discussions; and using an array of top technology tools. Participants will be introduced to prominent theories of teaching and

learning, and will be challenged, throughout the course, to integrate the theories in practical applications. Emphasis is on relevancy to a participant's field of study. The course will culminate in participants delivering an impactful learning experience in a face-to-face or online environment, or other medium of their choice.

**PMGT 636. Introduction to Social Entrepreneurship (3 credits)**

An exploration of innovative responses to social needs, the role of private initiatives in the private and nonprofit sectors, and the challenges associated with these initiatives in the U.S. and internationally. Theoretical issues such as defining the social good and assessing the role of market forces, philanthropy, and government are reviewed. Practical issues include developing an organizational mission, recognizing specific opportunities for social improvement, forming an enterprise or working in an organization that responds to those opportunities, and developing organizational and funding strategies.

**PMGT 638. Innovation in the Social Sector (3 credits)**

Through an examination of innovative foundations, students are introduced to tools and frameworks that help boost innovation and will be able to generate and test particular ideas about how to identify and address social and environmental needs facing us today. Students will become more creative in spotting opportunities to create public value, to imagine solutions to problems that have confounded others, and to become more resourceful and more disciplined in testing and adapting these ideas as one continues thinking and learning about what is both valuable and possible to do.

**PMGT 641. Social Networks and New Media (1.5 credits)**

Introduction to using online social networks and emerging new media to engage in community building, whether it is around a cause, interest group or a business. This course introduces students to the concepts related to virtual communities and social capital. It starts by examining the impact that new media has had on culture, politics, traditional media, commerce and relationships. From there it explores the rapidly changing tools for collaboration, curation, consensus building and social media marketing in an online environment. Lastly, the course examines the ethical, legal and provenance issues that arise. Part theory, part sociology with a mixture of business and marketing strategy, students will walk away with their own actionable social media campaigns.

**PMGT 643. Writing for Different Audiences (3 credits)**

This course gives an overview of the elements of effective professional communications, including writing clear, concise copy; communicating ideas across a platform of mediums; and identifying and writing to specific audiences. This course will explore these communications elements as they apply to nonprofit and entrepreneurial organizations, arts organizations, and self-promotion.

### **PMGT 644. Strategies for Reaching the Media (3 credits)**

An overview of the elements of effective professional communications, including writing clear, concise copy; successful public relations strategies; traditional and current marketing principles; crisis management; and using emerging technologies, such as social media. This course will explore these communications elements as they apply to nonprofit and entrepreneurial organizations, arts organizations, and self-promotion.

### **PMGT 650. Models of Social Entrepreneurship (3 credits)**

This course explores different organizational models of how people are working to change the world in positive ways. Looking beyond the traditional categories of non-profit, for-profit, government and education, innovative models that are being developed to address the pressing social and environmental issues faced by communities are identified and analyzed. The topics include: earned income, social ventures, hybrid organizations, crowdsourcing, cooperatives, community engagement, grassroots partnerships, and co-working. Students evaluate existing models to determine their strengths and opportunities for improvement related to their context, resources, power relationships, and their value as solutions to specific problems.

## **MASTER OF ARTS IN DIGITAL COMMUNICATION**

The Master of Arts in Digital Communication (MADC) is designed to prepare students to strategically plan and implement informative and motivational campaigns based on organizational goals and audience analysis. Courses start with a foundation in strategic communication theory and connect that foundation to digital strategies to shape the skills needed to create communication campaigns through various forms of media both online and in-person. Students also learn about ethical considerations in digital communication practice and trends and innovations in the field.

### **LEARNING OUTCOMES**

Upon completion of the Master of Arts in Digital Communication, graduates will be able to:

- Connect foundational theories of persuasion and strategic communication to digital strategies.
- Create written and visual digital content to achieve organizational goals.
- Apply knowledge about the impact of digital communication in ethical, socially responsible ways and in pursuit of beneficial change.
- Identify appropriate metrics for promotional campaigns and driving valuable, measurable action.

- Develop evidence-based digital communication strategies, including measurement, optimization, and implementation.
- Examine the cultural, social, political, economic, and technological effects that current digital communication trends and cutting-edge developments can impart.
- Analyze sophisticated audience research including data analytics to direct engagement and build consistent brand relationships.

## **COURSE REQUIREMENTS**

DCOM 600 – Foundations in Strategic Communication (3 credits)

DCOM 601 – Digital Media Innovations: Theory, Practice, and Impact (3 credits)

DCOM 603 – Digital Ethics and Social Responsibility (3 credits)

DCOM 610 – Storytelling Across Media (3 credits)

DCOM 699 – Capstone (3 credits)

Choose from two areas of concentration: Digital Arts Production or Digital Strategy and Promotion

Students may also elect not to choose a concentration and select five courses from the list of electives.

### **CONCENTRATION 1: DIGITAL ARTS PRODUCTION**

Three required courses:

DCOM 620 – Digital Arts Production (3 credits)

DCOM 622 – Digital Arts Management (3 credits)

Either: DCOM 626 – Graphic Design for Digital Media (3 credits)

– OR – DCOM 628 - Website Design and Development (3 credits)

Two electives

### **CONCENTRATION 2: DIGITAL STRATEGY AND PROMOTION**

Three required courses:

DCOM 630 – Digital Strategy and Promotion (3 credits)

DCOM 633 – Digital Branding (3 credits)

DCOM 6XX – Digital Audience Research (3 credits)

Two electives

### **ELECTIVE COURSES**

DCOM 659 – Digital Media Workshop (3 credits)

DCOM 652 – Topics in Digital Arts Production (3 credits)

DCOM 654 – Trends in Digital Communication (3 credits)

DCOM 650 – Digital Culture and Technology (3 credits)

DCOM 690 – Internship (3 credits)

APA 660 – Data Management and Visualization

## COURSE DESCRIPTIONS

### **DCOM 605. Digital Arts Production (3 credits)**

Designed for the 21st-century production approach for aspiring producers, marketers, and storytellers, this course explores the current developments and potential uses of new media storytelling from inception through implementation and distribution. Using an interdisciplinary approach to development and production methodology, the students will get a skillset applicable in digital media production regardless of technology.

### **DCOM 615. Digital Arts Management (3 credits)**

This course introduces students to the current management and uses of digital communication tools, combining theory and practice. Students will explore the impact of new technologies on businesses and cultures and learn how to use social media, websites, and mobile applications to achieve organizational goals.

### **DCOM 625. Graphic Design for Digital Media (3 credits)**

This course introduces students to graphic design principles and elements, the function of visual design, color theory and typography, basic digital layout techniques, and best practices for mobile app design. Students will tackle design projects with creativity, strategy, and technology.

### **DCOM 635. Website Design and Development (3 credits)**

Students will learn coding using HTML and CSS, among other methods, for the creation of dynamic, responsive websites.

## DIGITAL STRATEGY AND PROMOTION COURSES

### **DCOM 603. Digital Strategy and Promotion (3 credits)**

Students will learn how to create strategic digital communication activities based on evidence, emerging technologies, and platform-specific principles in support of organizational goals. The course explores content strategy, audience targeting, and promotional tactics.

### **DCOM 613. Digital Branding (3 credits)**

As marketing transitions from a reliance on traditional media to digital media, this course focuses on how companies today execute branding and promotional campaigns in the digital economy. Students will learn about the challenges of managing a digital brand and the use of emerging technologies and data analytics to engage with consumers.

### **DCOM 623. Digital Audience Research (3 credits)**

This course teaches students how to analyze digital media data and how to turn that data into insights for strategic reach. Students will review digital analytics for websites, social media, apps, and content marketing while exploring trends in audience behavior and digital media usage. They will also study basic data visualization principles.

## ELECTIVES

### **DCOM 645. Digital Media Workshop (3 credits)**

This course provides students with the practical skills to use digital media to communicate effectively. Along with learning those hands-on skills, students will also be provided with a theoretical and ethical grounding in the social responsibilities connected with using those skills in a way that helps provide citizens with reliable, verified, and trustworthy information.

### **DCOM 655. Topics in Digital Arts Production (3 credits)**

This course concentrates on an intensive study of a specific practice, technology, or skill related to digital arts production.

### **DCOM 633. Trends in Digital Communication (3 credits)**

In an industry that's constantly changing, it is vital to stay on the forefront of the latest trends. This course considers cutting-edge issues such as new technologies and platforms, evolving business practices, interactivity, the Internet of Things, and the latest privacy and security concerns while seeking to understand how organizations can best leverage such trends to engage with customers and drive better business outcomes.

### **DCOM 643. Digital Culture and Technology (3 credits)**

Examining the cultural impact of digital communication and technology, this course will take a historical look at the evolution of digital media technologies, who made them and why, and user engagement. Issues covered include cyber culture, virtual reality, AI, and remix culture.

### **DCOM 653. Internship (3 credits)**

Internships based on previous Digital Communication coursework are available and recommended to best prepare students for work in the digital field.

### **AAD 612. Marketing the Arts (3 credits)**

This Arts Administration course examines the development of internal and external marketing plans. It considers various approaches to maximize impact for different types, styles, and sizes of arts organizations. It examines the most productive uses of all forms of media. The course focuses on audience development and demographics, market segmentation, relationship products, promotional tools and tactics, e-marketing and uses of social media, research, customer service, and media relations.

## APA 6XX. Data Management and Visualization (3 credits)

This course will introduce students to data gathering and visualization processes. Real world data can be messy. All data tells a story, and how that story is told depends on how the data is collected, tested, and presented. Being able to properly handle data in various formats and being able to decipher good data from bad data is critically important. Students will learn how to gather data from various sources to answer real-world questions and present their findings in written and presentation form.

## MASTER OF ARTS IN ENVIRONMENTAL SUSTAINABILITY AND MANAGEMENT

The Master of Arts in Environmental Sustainability & Management (MAESM) prepares students to tackle environmental challenges like environmental injustice, species extinction, climate change, and resource depletion using the tools of science, policy, system dynamics, and environmental management. The goal of the program is to cultivate leaders who can work across disciplines and collaborate effectively to address the complex ecological, climatological, and societal dimensions of environmental issues, thereby laying the foundation for a sustainable future. This graduate program offers the flexibility to live and learn from anywhere in the world with a fully online option and a hybrid option for local students. Classes are offered year-around, and students can customize their degree to suit their career goals. Courses emphasize the application of adaptive management, carbon management, life cycle assessment, policy analysis, cost-benefit analysis, and systems thinking to a broad range of sustainability, climate change, and environmental issues.

## LEARNING OUTCOMES

Upon completion of the Master of Arts in Environmental Sustainability & Management, graduates will be able to:

- Apply systems thinking and analysis to assess environmental threats spanning various scales and impacting communities, organizations, and ecosystems.
- Develop strategies to address environmental risks in communities, organizations, and ecosystems, integrating scientific, economic, technological, legal, regulatory, ethical, and cultural dimensions for effective mitigation, elimination, and adaptation.
- Evaluate environmental, economic, and social costs associated with policy, regulation, and management strategies to address environmental challenges, as well as adaptation, mitigation, and restoration endeavors.
- Develop management acumen essential for impactful environmental, climate, and sustainability decision-making; communication with stakeholders; and leadership roles.

## COURSE REQUIREMENTS

ENV 601 – Environmental Management (3 credits)  
ENV 605 – Climate Change: Science and Society (3 credits)  
ENV 624B – Systems Thinking & Evaluation (3 credits)  
ENV 627 – Environmental Policy (3 credits)  
ENV 633 – Environmental Sustainability & Resilience (3 credits)  
ENV 634 – Environmental Cost-Benefit Analysis (3 credits)

## CAPSTONE COURSE

ENV 675 – Capstone (3 credits)

## ELECTIVE COURSES

### ENVIRONMENTAL ELECTIVES

ENV 610 – Cultural Geography & Land Management (3 credits)  
ENV 612 – Energy, Natural Resource Management, & the Environment (3 credits)  
ENV 615 – Environmental Communication & Media (3 credits)  
ENV 618 – Environmental Education Leadership (3 credits)  
ENV 621 – Environmental Governance (3 credits)  
ENV 622 – Environmental Justice (3 credits)  
ENV 623 – Environment, Culture, & Community (3 credits)  
ENV 624C – Applied Sustainability Perspective & Practice (3 credits)  
ENV 630 – Public Participation (3 credits)  
ENV 637 – Environmental Change: Causes & Impacts (3 credits)  
ENV 640 – Risk & Society (3 credits)  
ENV 653 – Community-Based Conservation (3 credits)  
ENV 668 – Sustainability, Culture, and Heritage in the Field (3 credits)

### MANAGEMENT ELECTIVES

ENV 608 – Principles of Project Management (3 credits)  
ENV 613 – Strategic Management (3 credits)  
ENV 614 – Integrated Marketing Communications (3 credits)  
ENV 616 – Financial Skills & Managerial Accounting (3 credits)  
ENV 617 – Principles of Marketing (3 credits)  
ENV 626 – Nonprofit Leadership & Management (3 credits)  
ENV 643 – Writing for Different Audiences (3 credits)  
ENV 644 – Strategies for Reaching the Media (3 credits)  
ENV 650 – Models of Social Entrepreneurship (3 credits)

## CORE COURSE DESCRIPTIONS

### ENV601. Environmental Management (3 credits)

This course explores the management practices and tools that are used to improve the health of organizations, communities, and

ecosystems. Emphasis is placed on the importance of sound, scientific information in decision making, a process that is also rooted in complex political, cultural, and socioeconomic systems. In particular, students evaluate the application of conventional and alternative environmental management practices that address complex environmental problems associated with air and water quality, energy, climate change, biodiversity, agriculture, and solid waste. After considering the experiences of professionals working in environmental management in these settings, students are expected to use critical thought, innovation, and creativity to formulate an adaptive management plan for an environmental issue.

#### **ENV605. Climate Change: Science and Society (3 credits)**

This course offers an integrative approach to climate change, providing an overview of the complex and multidisciplinary sciences underpinning climate change science and the challenges of social and political accommodation. As social and political implications of climate change have become increasingly apparent and communities across the globe struggle with impacts that include extreme weather and skepticism of causes, this course is designed to teach students to sort through the scientific, social, and political dimensions of climate change. Students will evaluate topics such as climate impacts, adaptation and mitigation, climate justice, and carbon management.

#### **ENV624B. Systems Thinking & Evaluation (3 credits)**

This course provides students the tools and critical thinking skills to interpret, evaluate, communicate, and use scientific-research findings. Systems thinking and modeling introduces students to the concept of design thinking, nonlinear dynamics, thresholds, uncertainty and surprise, ecosystem feedback loops, built-environment impacts, and human ecology. Students will develop quantitative literacy for understanding scientific models (mathematical, population dynamic, and dimensional) and their underlying principles and notational conventions as tools that organize data, define parameters, clarify processes, and enable predictions.

#### **ENV627. Environmental Policy (3 credits)**

This course examines environmental politics, policymaking, and policy analysis at various scales, including the relationship between society, politics, and the environment as well as the challenges and implications of decision-making, policy, and governance. Students will examine how environmental policy is developed and how laws are applied with the goal of better understanding the role of international agreements and federal and state laws and regulations on the sustainable management of environmental services.

#### **ENV633. Environmental Sustainability & Resilience (3 credits)**

Sustainability and resilience are key, integrative frameworks for environmental studies. Sustainability appeals to conservation, preservation, and mitigation efforts, while resilience prepares for

change. This course is solutions-oriented and designed for students to examine and critically assess alternative approaches to environmental challenges and social change. Topics in this course will include scales of sustainability, adaptation, and mitigation; consumption and production; sustainable development goals; quality-of-life indicators (Genuine Progress Indicators) as alternatives to gross domestic product (GDP); life cycle analysis; the precautionary principle; and developing solutions focused on survival, security, and equity.

#### **ENV634. Environmental Cost-Benefit Analysis (3 credits)**

This course examines how natural resources intersect with social and economic-development initiatives, focusing on the valuation of sustainable options to minimize environmental threats. This course provides students with a thorough understanding of the use of social benefits and social costs in traditional economic models to consider the effects of production and consumption on sustainability. Using cost-benefit analysis as a decision-making tool, students assess policy options intended to decrease or eliminate environmental threats while improving sustainable development and considering equity in environmental services.

#### **ENV675. Capstone (3 credits)**

Capstones are culminating educational experiences that provide students an opportunity for synthesis and demonstration of their capacity to effectively work in the fields of sustainability and environmental management. Under the mentorship of a faculty committee, students will develop a project or thesis. Students present and defend to the committee a portfolio of work accomplished at the end of the capstone experience. *Prerequisites: submission of proposal and approval of program director.*

### **ENVIRONMENTAL ELECTIVES**

#### **ENV610. Cultural Geography & Land Management (3 credits)**

This course introduces students to the importance of spatial dimensions and relations in social organization, incorporating social and cultural meanings of space and place and political and economic implications into land management practice and policy. The course surveys basic concepts in geography, including cultural-settlement patterns, land-use patterns, sense of place, populations and demographics, regionalization, agriculture and rural development, urbanization and industrialization, the political economy of natural resources, and the social production of space. The course explores these topics in the framework of land-use policy and management and illustrates the use of legal instruments such as conservation easements, political structures such as protected areas and bio reserves, economic incentives in ecotourism, and digital technologies such as geographic information systems (GIS).



**ENV612. Energy, Natural Resource Management, & the Environment (3 credits)**

This course covers a wide spectrum of topics on energy and natural resource management from a public-policy and environmental-affairs approach. Students will investigate the politics, economics, and impacts of renewable and fossil-fuel energy sources, energy policy, energy efficiency, waste, restoration, environmental technology, public finance and investment, and environmental law and regulations.

**ENV615. Environmental Communication & Media (3 credits)**

This course introduces students to the role of the media and communications in articulating environmental claims, issues, and challenges. It explores techniques for communicating across social and political differences, expressing complex technical issues, mediating contentious issues, and managing crisis rhetoric. Students develop critical thinking for understanding multiple points of view, developing scientific literacy, and identifying sources and forms of bias and misrepresentation. Students evaluate popular environmental discourse, analyze environmental rhetoric, and develop a communication plan to engage stakeholders.

**ENV618. Environmental Education Leadership (3 credits)**

This course investigates the role of education in solving environmental problems and developing environmental literacy. Students will explore models of environmental education, how it manifests across sectors (in nonprofit, academic, for-profit, government, and informal science contexts), best practices in environmental education program planning, and community-based environmental education. Emphasis is placed on emerging roles in leadership, program development, and program sustainability.

**ENV621. Environmental Governance (3 credits)**

This course approaches environmental governance from a multi-level perspective, including community-based environmental management, and policy and governance structures formally represented in institutions as well as adaptive and emergent forms shaped in response to decentralized negotiations over decisions and access to resources. In addition to this multilevel framework, the course will focus on the process of policy making, decision analysis, the problem of scaling, and the techniques of scenario planning. It will present basic concepts and illustrate real-world concerns in case studies.

**ENV622. Environmental Justice (3 credits)**

This course examines the roots of environmental inequities and injustices. Students explore how indigenous peoples, people of color, and people of low socioeconomic status are denied access to natural resources, disproportionately exposed to environmental degradation and pollution, and excluded from environmental decisions. Considering social, political, economic, and psychological processes, students investigate patterns of environmental inequity,

injustice, and racism as well as grassroots and community-based efforts to deal with environmental threats and systemic structural biases in environmental policy.

**ENV623. Environment, Culture, & Community (3 credits)**

This course explores the interrelations and interdependencies of environment, culture, and community. Beginning with the current state of the world and its sustainability crisis, we will explore global environmental issues and topics, focusing on cultural and community impacts. Students will be exposed to a range of domestic, international, rural, and urban theaters of conflict and change, as well as the complex political, social, scientific, and methodological challenges of working at the intersection of environment, culture, and community.

**ENV624C. Applied Sustainability Perspective & Practice (3 credits)**

This course examines the development and implementation of strategies that promote sustainability by surveying methods, tools, and processes that are currently used in the application of sustainability and environmental management. This examination provides students with a cross-disciplinary lens to prepare them to become strategic managers that promote sustainable practices in organizations and/or communities. Case studies will illustrate the successful integration of strategic management decisions into systems that comprise organizations, communities, and ecosystems; an integration that have led to positive sustainability outcomes.

**ENV630. Public Participation (3 credits)**

This course introduces students to the critical role of public engagement with issues that have a bearing on communities directly affected by adverse environmental impacts, such as environmental health, food security, and resource allocation. Using perspectives of social scientific methods, governance, and environmental justice, students examine power and stakeholders, learn to map the scope of interests and spheres of influence of stakeholders, and develop the practical skill of managing a stakeholder process. The course surveys different types of public participation in the political process, including public comment, community organization, citizen science, and the co-production of knowledge. This course emphasizes practical application of public engagement and participation techniques in the context of heterogeneous communities with different cultural worldviews and priorities.

**ENV637. Environmental Change: Causes & Impacts (3 credits)**

This course examines the driving forces and impacts of a variety of environmental challenges and the geophysical and geopolitical ties that bind communities together around the world. Students explore the changing global social, economic, and biological landscape of the present. Special attention is given to deconstruct how these forces of environmental change also fuel conflicts, public health issues, poverty, and vulnerability in communities. Case studies of successful

mitigation and resilience are provided and discussed for students to analyze what is being done in response to these issues.

#### **ENV640. Risk & Society (3 credits)**

This course introduces students to theory and analytics of risk assessment and risk management with respect to the environment and climate change and the construction and representation of risk as a complex interweaving of ecological, social, economic, statutory, and political factors. The course will consider the process of risk assessment and analysis, as well as risk communication and management in the context of environmental hazards, environmental health, and climate impacts.

#### **ENV653. Community-Based Conservation (3 credits)**

This course addresses how communities become effective stewards of their environment, history, and culture. Students achieve a dynamic understanding of theoretical and applied concepts of collective action in conservation grounded in the development of complicated ideas concerning our perception of nature and heritage. Through case studies that demonstrate the complexities of managing common pool resources and protecting cultural identities, participants examine a local or regional conservation community. This course provides participants with opportunities get involved with or start a CBC project of their own.

#### **ENV668. Sustainability, Culture, and Heritage in the Field (3 credits)**

This course provides a structured immersion experience in a community to explore the richness and complexity of field sites by learning fieldworker roles and practicing fieldwork techniques in situ. The specific community may vary from year to year and the themes may vary, but, in all cases, students will explore a broad range of heritage, cultural, and environmental/climate issues and themes as they are played out in dynamic relations in actual communities. Students will live in the community for 1 or more weeks, meet and work with community members, gain insight into community-based and regional environmental/climate issues and consider ways our fieldwork can contribute to community sustainability concerns.

#### **ENVxxx. Environmental Internship (3 credits)**

This elective course is designed to support graduate students seeking hands-on internship experience. Advanced graduate students in the MA in Environmental Sustainability & Management (MAES) program may propose an internship to receive on-the-job experience in environmental science, sustainability, climate change, environmental policy, environmental management, environmental communication, or a related skill. An approved internship receives 3 elective credits toward the MAES degree. Internships can be paid or unpaid. To be eligible for internship course credit, students should have completed at least three courses towards their MAES degree prior to applying for an internship. Interested students must submit a

proposal in writing to the program director at least 30 days before the start of the semester. Proposal information should include details about the type of internship, duration, expected deliverables, and anticipated skills to be learned. To complete the internship course, students must write a robust paper for publication by the end of the semester. Students will be expected to work with an MAES faculty advisor and their internship mentor to meet these requirements. This course cannot be taken more than once. Prerequisites: submission of proposal and approval of program director.

### **MANAGEMENT ELECTIVES**

#### **ENV608. Principles of Project Management (3 credits)**

This course is intended as an overview, describing the fundamental principles, processes, knowledge areas, and tools and techniques of project management. Students will learn how to manage the "faster, better, cheaper" pressures that most organizations face. Topics include the project management life cycle, selecting projects, project planning, quality management, and controlling projects.

#### **ENV613. Strategic Management (3 credits)**

This course prepares students to assess their organization's strategy, culture, and operations and analyze competitors and the larger industry. Students will learn to use strategic management tools and develop their analytical skills in order to identify opportunities for competitive advantage. They will also use quantitative tools to measure organizational performance in order to achieve economic and environmental objectives. The course teaches students how companies, institutions, and regulators can incorporate the concept of triple-bottom-line reporting.

#### **ENV614. Integrated Marketing Communications (3 credits)**

A strong brand authentically represents an organization's vision and culture while also conveying key messages. Integrated marketing communications (IMC) strategies focus on building brands by developing relationships with customers. The focus of this course is on how to develop a strategic communications plan that is integrated across media both online and offline to create a consistent and seamless experience. Students will formulate and analyze promotional goals; develop a creative media plan; select appropriate channels for relevant audiences; and evaluate the effects and results of a campaign to determine its success. The course will use examples from social marketing and cause marketing that address social issues relating to health, the environment, and the community.

#### **ENV616. Financial Skills & Managerial Accounting (3 credits)**

This course covers the creation and interpretation of financial statements, with a particular focus on building financial statements, cash flow, accounting controls, financial analysis, cost-benefit analysis, financial budgeting, and applying accounting information for managerial decision making. The course stresses using financial information within organizations for understanding and analyzing

activities and operations. Students learn linkages between accounting information and management planning through cost analysis (including activity-based costing), operational and capital budgeting, and performance measurement. Students learn how to build financial models, analyze business plans, and justify management decisions to create financially sustainable organizations.

### **ENV617. Principles of Marketing (3 credits)**

The purpose of this course is to look at marketing as a broad concept, beyond the usual functions of selling and advertising. Students will explore the principles of marketing management and the tactics for achieving strategic marketing goals. Students will also investigate relevant social and ethical issues related to marketing. The course goals are for students to develop competency and apply the concepts and skills learned in order to produce a professional quality marketing plan. The plan should include an analysis of the customer (including the customer identity, segments, values, and behavior), a clear and compelling value proposition or unique selling proposition, incorporate all the elements of the marketing mix in appropriate ways, and utilize the tools of segmentation and SWOT analyses to guide strategic marketing decision making.

### **ENV626. Nonprofit Leadership & Management (3 credits)**

This course provides the broad knowledge necessary to understand and successfully contribute to the nonprofit organization. Topics covered include: understanding the place of nonprofits in society; developing, guiding, and managing a board; program development and evaluation; volunteer development and management; fundraising and development; ePhilanthropy; and other selected topics.

### **ENV643. Writing for Different Audiences (3 credits)**

An overview of the elements of effective professional communications, including writing clear, concise copy; communicating ideas across a platform of mediums; and identifying and writing to specific audiences. This course will explore these communications elements as they apply to nonprofit and entrepreneurial organizations, arts organizations, and self-promotion.

### **ENV644. Strategies for Reaching the Media (3 credits)**

An overview of the elements of effective professional communications, including writing clear, concise copy; successful public relations strategies; traditional and current marketing principles; crisis management; and using emerging technologies, such as social media. This course will explore these communications elements as they apply to nonprofit and entrepreneurial organizations, arts organizations, and self-promotion.

### **ENV650. Models of Social Entrepreneurship (3 credits)**

An exploration of different organizational models of how people are working to change the world in positive ways. Looking beyond the traditional categories of nonprofit, for-profit, government, and

education, this course identifies and analyzes innovative models that are being developed to address the pressing social and environmental issues faced by communities. The topics include earned income, social ventures, hybrid organizations, crowdsourcing, cooperatives, community engagement, grassroots partnerships, and co-working. Students evaluate existing models to determine their strengths and opportunities for improvement related to their context, resources, power relationships, and their value as solutions to specific problems.

## **MASTER OF ARTS IN HISTORIC PRESERVATION**

The Master of Arts in Historic Preservation (MAHP) prepares students for careers in historic preservation and heritage conservation through rigorous scholarship, application of critical thinking to practice, and advocacy and community engagement in the service of social justice and sustainability. The curriculum and faculty grounds students in a broad base of knowledge in the theory, history, and practice of preservation as a framework for specialization.

### **LEARNING OUTCOMES**

Upon completion of the Master of Arts in Historic Preservation, graduates will be able to:

- Use and apply key concepts in the theory and practice of historic preservation in the United States to advance preservation goals and assess their utility.
- Articulate, explain, and justify ways in which heritage preservation relies on interrelationships between the built environment, community engagement, and heritage sustainability as the field has expanded beyond the preservation of buildings.
- Envision, assess, and develop new directions for effective work in heritage, planning, standard preservation programs and innovative ways to steward senses of place and foster supportive communities.
- Demonstrate preparedness for careers in government at various levels, work as consultants or in advocacy organizations, or create new types of careers in partnerships with sustainability, resilience, social justice, housing, or other sectors that shape the built environment.
- Qualify as professionals in historic preservation as defined by 36 CFR Part 61, Code of Federal Regulations.

## COURSE REQUIREMENTS

HP 601 – Introduction Pt. I. Fundamental Concepts in Heritage Preservation (3 credits)  
HP 602 – Introduction Pt. II. Policy and Practice in American Historic Preservation (3 credits)  
HP 614 – American Architecture and Building (3 credits)  
HP 630 – Perspectives in Preservation (1.5 credits) (3 required)  
HP 631 – Historic Property Documentation (3 credits)  
HP 633 – Cultural Landscape Theory (3 credits)

### THESIS COURSES

HP 637 – Research Seminar (1 credit)  
HP 638 – Thesis Proposal (1.5 credit)  
HP 641 – Thesis (4.5 credit)

### ELECTIVES

HP 615 – Cultural Partnership (3 credits)  
HP 623 – Preservation Economics (3 credits)  
HP 628 – Independent Study (Variable 1-4.5 credits)  
HP 629 – Historic Preservation Sustainability and Resilience (3 credits)  
HP 632 – Preservation and Planning for Heritage (3 credits)  
HP 634 – Preservation Technology (3 credits)  
HP 635 – Preservation Law (3 credits)  
HP 636 – Ethnography and Community Engagement for Historic Preservation (3 credits)  
HP 660 – Oral History (3 credits)  
HP 668 – Sustainability, Culture, and Heritage in the Field (3 credits)

Select courses from the MAs in Cultural Sustainability, Environmental Sustainability and Management, and Arts Administration programs may be taken as electives with the Director's approval (Variable 3-6 Credits)

## CERTIFICATE OPTIONS

### FIELDWORK AND DOCUMENTATION

This 12-credit certificate for those who already hold master's degrees (related field or not) provides advanced skills for allied professionals in the field. Students will learn basics in historic preservation with a focus on documentation and cultural heritage.

### REQUIRED COURSES

HP 631 – Historic Property Documentation (3 credits)  
HP 633 – Cultural Landscape Theory (3 credits)

## ELECTIVES

HP 601 – Introduction Pt. I. Fundamental Concepts in Heritage Preservation (3 credits)  
HP 614 – American Architecture and Building (3 credits)  
HP 615 – Cultural Partnership (3 credits)  
HP 623 – Preservation Economics (3 credits)  
HP 635 – Preservation Law (3 credits)  
HP 660 – Oral History (3 credits)  
CSP 610 – Introduction to Cultural Documentation (3 credits)  
CSP 630 – Community and Economic Development (3 credits)  
CSP 635 – Interpretative Planning and Project Management (3 credits)  
CSP 640 – Exhibits, Real and Virtual (3 credits)  
CSP 642 – Culture and Calamity (3 credits)  
CSP 648 – Museums and Communities (3 credits)  
CSP 650 – Organizing Communities: Advocacy, Activism, and Social Justice (3 credits)  
PMGT 606 – Managing an Organization (3 credits)  
PMGT 608 – Principles of Project Management (3 credits)  
PMGT 610 – Strategic Management (3 credits)  
PMGT 636 – Introduction to Social Entrepreneurship (3 credits)

## PRESERVATION AND CONSERVATION

This 12-credit certificate for those who already hold master's degrees (related field or not) is designed to provide historic preservation skills, perspectives, and competencies focused on policy and practice for allied professionals.

### REQUIRED COURSES

HP 602 – Introduction Pt. II. Policy and Practice in American Historic Preservation (3 credits)  
HP 632 – Preservation and Planning for Heritage (3 credits)

### ELECTIVES

HP 601 – Introduction Pt. I. Fundamental Concepts in Heritage Preservation (3 credits)  
HP 614 – American Architecture and Building (3 credits)  
HP 615 – Cultural Partnership (3 credits)  
HP 623 – Preservation Economics (3 credits)  
HP 635 – Preservation Law (3 credits)  
HP 660 – Oral History (3 credits)  
CSP 610 – Introduction to Cultural Documentation (3 credits)  
CSP 630 – Community and Economic Development (3 credits)  
CSP 635 – Interpretative Planning and Project Management (3 credits)  
CSP 640 – Exhibits, Real and Virtual (3 credits)  
CSP 642 – Culture and Calamity (3 credits)  
CSP 648 – Museums and Communities (3 credits)

CSP 650 – Organizing Communities: Advocacy, Activism, and Social Justice (3 credits)

PMGT 606 – Managing an Organization (3 credits)

PMGT 608 – Principles of Project Management (3 credits)

PMGT 610 – Strategic Management (3 credits)

PMGT 636 – Introduction to Social Entrepreneurship (3 credits)

## COURSE DESCRIPTIONS

### **HP 601. INTRODUCTION PT I. FUNDAMENTAL CONCEPTS IN HERITAGE PRESERVATION (3 credits)**

Provides an introduction and initiation into the critical concepts and inquiries of historic preservation practice in the United States, challenging students to think critically about how practices and policies might evolve to serve additional constituencies in the future. Students explore how the work of preservation serves various American groups, supports the maintenance of a varied built environment with a sense of place, and contributes to the varied agendas of collective memory.

### **HP 602. INTRODUCTION PT II. POLICY AND PRACTICE IN AMERICAN HISTORIC PRESERVATION (3 credits)**

Addresses the existing historic preservation policy and practice, emphasizing what they are and how we use them in preservation; how policy functions at the national, state, and municipal levels; the extent to which policy and practice address the issues of what to keep and what to let go; and how policy can and does address pertinent current topics.

### **HP 614. AMERICAN ARCHITECTURE AND BUILDING (3 credits)**

Examination of the American built environment defined broadly, with the goal of placing buildings, structures, and landscapes into their social, political, economic, aesthetic, technological, and religious context to understand the built environment as an expression of time and culture. Students develop visual analysis skills and familiarization with the terms and concepts that are used in the study of the built environment.

### **HP 630. PERSPECTIVES IN PRESERVATION (1.5 credits, 3 required, repeatable to 4.5 credits)**

Exploration of timely topics in preservation that reflect the current discourse and the varied areas of professional expertise expected of the 21st century preservationist. Seminars are offered during Residency and take full advantage of the historic preservation "laboratory" of Baltimore. The 1.5-credit seminar topics vary from year to year based on students' needs and interests. Past offerings included:

- Cultural Heritage Conservation: A Global View
- NRHP Section 106 Effects Analysis for Historic Properties
- American Urban History

- Preservation by Design: Thoughtful Guidelines and Thorough Design Reviews
- Tools and Incentives for Financing Rehabilitation Projects
- Connecting People, Places, Heritage and Culture: Project Management, Facilitation, and Mediation
- Nonprofit Management for Historic Preservation
- Business Essentials for Preservationists

### **HP 631. HISTORIC PROPERTY DOCUMENTATION (3 credits)**

Consideration of why we have the U.S. documentation framework we have now, what its core concepts are, and how it is changing. Students learn through an independent project how to gather information about historic places using archival research, survey, and talking with people; interpret findings to make a case for historic significance; and employ ethical thinking and prioritize accurate data gathering to devise defensible work that is more inclusive, equitable, and socially just.

### **HP 633. CULTURAL LANDSCAPE THEORY (3 credits)**

Exploration of the cultural landscape idea as a complex of understandings of societies' interrelationship with the physical and social world. Students are challenged to use that understanding within American preservation practices to address a central question: How will individual and social human interaction inform the identification, protection, and ongoing use of the landscape?

Prerequisites: HP 601 and HP 602.

### **HP 637. RESEARCH SEMINAR (1 credit)**

Introduction to framing a research project in the field of historic preservation in preparation for writing a thesis. Students learn how to develop a topic, select research and analytic frameworks, contextualize the topic, and develop actionable recommendations related to practice.

### **HP 638. THESIS PROPOSAL (1.5 credits)**

Proposal of the topic, content, and focus of the thesis, including literature research and proposed committee members.

Prerequisite: HP 637.

### **HP 641. THESIS (4.5 credits)**

Culmination of the program of study incorporating a stated hypothesis to examine a preservation issue germane to the student's interest. Students may select additional faculty for HP 641 with the approval of the thesis director. The thesis committee examines the thesis and hears an oral defense.

Prerequisites: all degree requirements but HP 641.

## **ELECTIVES**

### **HP 615. CULTURAL PARTNERSHIP (3 credits)**

What are effective strategies for scholars and organizations to work with communities to help develop the capacity for those communities to make choices about what matters to them? This course explores ways that effective enduring partnerships and programs can be developed to reflect the voices and aspirations of communities, their stakeholders, and the cultural organizations that serve them.

### **HP 623. PRESERVATION ECONOMICS (3 credits)**

Exploration of the economics of preservation including the impact of preservation programs and activities on a national, state and local level and the feasibility of individual preservation projects.

### **HP 628. INDEPENDENT STUDY (1-4.5 credits)**

Students develop the topic and focus of their own course in any area of historic preservation with the assistance of the program director. The faculty member is drawn from experts in the area selected. The course syllabus is written by the student during the semester prior to the one in which HP 628. Independent Study is taken.

### **HP 629. HISTORIC PRESERVATION FOR SUSTAINABILITY AND RESILIENCE (3 credits)**

Prepares students to preserve our past in a way that contributes to sustainability and resilience. Explores concepts such as the integrated approach, energy efficiency, water management, globalization, and climate change and how they can be integrated into preservation theory, practice, and policy.

### **HP 632. PRESERVATION AND PLANNING FOR HERITAGE (3 credits)**

Exploration of preservation planning at the federal, state and local levels with emphasis on the relationship between documenting the historic environment and community planning and on development and the use of local planning techniques to further historic preservation.

### **HP 634. PRESERVATION TECHNOLOGY (3 credits)**

The properties of building materials, the mechanism of deterioration and diagnostic methods, including examining and evaluating historic fabric, sustainability issues, and the whole building's performance as a system is emphasized as the basis for recommendation of appropriate conservation or restoration treatments.

### **HP 635. PRESERVATION LAW (3 credits)**

Examines the federal, state, and local laws concerning historic preservation, including tax laws and real estate opportunities (and easements for structures, open areas and historic monuments, locations, and other nationally recognized properties). Additionally

reviewed are current developments in historic preservation law litigation, recent decisions in the "takings" area and other constitutional developments relating to landmarking of properties.

### **HP 636. ETHNOGRAPHY AND COMMUNITY ENGAGEMENT FOR HISTORIC PRESERVATION (3 credits)**

The course builds on and amplifies the program's goals to expose students to people- and values-centered approaches in historic preservation. It is designed to introduce students specializing in historic preservation with the objectives and methods of ethnography, a qualitative research tool and the cornerstone of anthropological and sociological fieldwork. It also prepares students to develop essential relationships with the people who live, work, and play in communities where historic preservationists practice their craft and with which they consult. Course readings, discussions, and case studies where ethnography and community engagement have been successfully combined expose students to the key concepts and tools so they can successfully complete their own people- and values-centered historic preservation projects.

### **HP 660. ORAL HISTORY (3 credits)**

This course provides training in best practices in oral history documentation. Through hands on instruction and mentorship with oral history practice, students will develop the knowledge and skills to professionally conduct oral history research.

### **GRW 601. WRITING STUDIO (0 credits)**

Designed as a studio to enhance writing and find your academic voice, this course helps students assess and improve critical reading and writing skills, especially those necessary for academic writing and thinking. With the instructor acting as coach, students workshop their writing, either a paper for another course, or a new piece. Topics include thinking about writing (metacognition); reading for content; planning, organizing and using evidence in academic writing and thinking; making a supported argument; and editing for clarity and effectiveness. Students who have taken this course show a marked increase in their confidence and integrity as academic writers.

## **MASTER OF FINE ARTS IN NONFICTION**

The MFA in Nonfiction teaches its students to write longform narratives grounded in fact and executed with creative storytelling craft, and to develop strategies for navigating the business of publishing. At the end of two years students write a 40,000-word manuscript of publishable quality in one: memoir, personal essay, literary journalism, and hybrid forms. The program also prepares its students for careers in writing and teaching, as well as any profession that values clarity of expression, skilled and strategic thinking, and respect for divergent viewpoints.

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## LEARNING OUTCOMES

Completing the MFA in Nonfiction enables its graduates to:

- Create, write, and revise a longform work of nonfiction worthy of publication.
- Employ a skillful balance of factual information and storytelling craft in their work.
- Understand different aspects of the publishing industry and develop strategies for navigating it.
- Distinguish between forms of classic and contemporary nonfiction — as well as work in other genres — by writers with diverse backgrounds and perspectives.
- Analyze, evaluate, and critique the work of others with curiosity, empathy, and respect.
- Identify how their writing aligns with and differs from the greater body of nonfiction storytelling, and apply this knowledge in building a body of work.

## COURSE REQUIREMENTS

### Residency Courses

CNF 607 – The Nonfiction Residency NYC (5 credits)

CNF 608 – The Nonfiction Residency (5 credits)

CNF 609 – The Short Course (1.5 credits)

### Virtual Semester Mentorships (6 credits)

CNF 621 – Nonfiction I

CNF 624 – Nonfiction II

CNF 627 – Nonfiction III

### Capstone Course (8 credits)

CNF 632 – Nonfiction IV

## ELECTIVES

All students are required to take one elective during their time in the program. Students may also satisfy graduation requirements by taking additional electives, including Nonfiction V, an additional mentorship course outside the core curriculum.

CNF 600 – Principles of NF (3 credits)

CNF 610 – Internship (3 credits)

CNF 611 – Readings in NF (3 credits)

CNF 612 – Editing & Revision in Nonfiction (3 credits)

CNF 613 – Literary Journal Studies & Publishing Practicum (3 credits)

CNF 614 – Poetry & Nonfiction (3 credits)

CNF 617 – The Entrepreneurial Writer (3 credits)

CNF 618 – Essay Forms (3 credits)

CNF 625 – Research and Reporting (3 credits)

CNF 633 – The Book Proposal (3 credits)

CNF 634 – Book Proposal Intensive (3 credits)

CNF 635 – Reported Memoir (3 credits)

CNF 636 – Nonfiction V (6 credits)

CNF 637 – Pitching Projects: The NY Trip (3 credits)

CNF 640 – Digital Narrative (3 credits)

CNF 641 – Directed Study in Nonfiction (1.5 - 5 credits)

CNF 645 – Teaching Internship (3 credits)

CNF 650 – Fieldwork in Nonfiction (3 credits)

## CERTIFICATE OPTION

### FACT-BASED NARRATIVE

This 12 credit certificate focuses on the Factual narrative used to teach and develop storytelling skills and narrative design. Through its approach to storytelling craft and its application, this program emphasizes both intellectual inquiry and creativity.

### REQUIRED COURSES

CNF 600 – Principles of NF (3 credits)

CNF 625 – Research and Reporting (3 credits)

CNF 640 – Digital Narrative (3 credits)

CNF 650 – Fieldwork in Nonfiction (3 credits)

## COURSE DESCRIPTIONS

### **CNF 607. Nonfiction Residency NYC (5 credits)**

This course centers around a week in New York City and serves as a counterpart to CNF 608, the residency course that meets each summer on the Goucher campus. This winter session features an emphasis on better navigating the publishing world — while also focusing heavily on craft in workshops, panel discussions, and lectures. Students meet with experts in publishing and media, with a goal of offering tools and resources to learn about the publishing process and how it relates to the projects they will complete in the program and in the rest of their writing lives. While this information is offered in other courses, this residency strives to offer a deeper exposure to that world — and through that exposure, further promote students' creative and professional success.

### **CNF 608. The Nonfiction Residency (5 credits)**

In this course, students spend an intensive week on the Goucher campus, taking part in daily workshops as well as lectures and other events. For two weeks after the session, students take part in an online period of reflection and project planning that

will further prepare students for the writing, research, reading, and workshop discussion during the fully online semester.

### **CNF 609. Residency Short Course (1.5 credits)**

This course allows students to participate in residency without attending the entire residency course. It centers on the three-hour writing workshops that begin each day of the weeklong residency session. These sessions may be attended in person or virtually and involve writing exercises, craft discussion, review of student writing, and analysis of assigned readings. Students who take the course will also participate in other elements of the 5-credit residency, such as orientation and first- and second-year seminars, either in real time or after the fact. It is offered in conjunction with the 5-credit residency course, and the program director works with faculty mentors who lead workshops to guide the student's project. Consultation with the program director before taking the course is required.

### **CNF 621. Nonfiction I (6 credits)**

In the first course of the core sequence, students develop the manuscript topic, with a focus on theme. In this and each semester, students write 12,500 words — about 50 pages — of new creative work. They will also write at least 5,000 words or their equivalent in virtual discussion in the study of craft. In this semester, there is particular attention to theme, which is revisited as the manuscript grows and evolves. Near the end of the semester students submit a manuscript proposal, to declare the project they'll work on during their time in the program.

### **CNF 624. Nonfiction II (6 credits)**

In the second course of the first year, students continue to write the manuscript with particular attention to structure and, if applicable, timeline. There is also a sustained focus on craft: students write a 5,000-word (roughly 20-page) essay on an area of craft that applies to their project. At semester's end students submit a manuscript synopsis that details the work they have accomplished at the end of their first year of the program and shares strategy for their second year in the program.

### **CNF 627. Nonfiction III (6 credits)**

In this course, students complete the first draft of the manuscript for editing and polishing in their final semester. In this and each semester, students write 12,500 words — about 50 pages — of new creative work. They will also write at least 5,000 words (or their equivalent in virtual discussion) in the study of craft.

### **CNF 632. Nonfiction IV (8 credits)**

#### **Core Faculty**

In the final course of the core sequence, students submit a draft of their final project to their faculty mentor and at the end of the term revise, edit, and submit a final manuscript of roughly 37,500 words. They will also write at least 5,000 words (or their equivalent in virtual discussion) in the study of craft. This class is 2 credits greater than others in the core sequence to allow for the additional work of editing and polishing the entire manuscript before graduation.

## **ELECTIVES**

### **CNF 600. Nonfiction Basics: Narrative Design (3 credits)**

This course is an intensive survey of storytelling and its applications in nonfiction writing. It is designed to give students, especially those coming from non-writing professions, fluency in established craft principles of storytelling and familiarity with nonfiction works that embody those principles.

### **CNF 611. Readings in Nonfiction (3 credits)**

This course offers a foundation and deeper literacy in nonfiction literature to improve their reading, writing, and critical skills. Class conversation and writing assignments help students to develop tools to analyze and evaluate reading done on the page and in discussion. Group assignments, along with individual reading lists developed with the instructor, will focus on nonfiction classics, contemporary works, and selections in forms such as essay, memoir, and literary journalism.

### **CNF 612. Style: Editing & Revision in Nonfiction (3 credits)**

This is a master class in learning prose styling. It provides students with immersion in the techniques of editing and polishing their work. They also will learn the foundations of sentence construction, clear expression, and other tools of craft.

### **CNF 613. Literary Magazine Studies and Publishing Practicum (3 credits)**

This course surveys the history and evolution of the American literary magazine and its global influences.

### **CNF 614. Poetry and Nonfiction (3 credits)**

This elective is a course in reading and writing poetry, and how those pursuits intersect with and influence the writing of nonfiction prose.

### **CNF 617. The Entrepreneurial Writer (3 credits)**

This elective prepares students for post-MFA life by developing the skills necessary to work in a professional literary community — as a writer, editor, publisher, or organizer of literary projects and programs. Students learn multiple forms of writing related to publishing, including pitch letters for literary, trade, and commercial magazines; book proposals query letters, and treatments to secure an agent; narrative statements, writing samples, and project plans to applying for grants and fellowships; and biographical statements, CVs, and teaching to seek employment. Students will also gain the basic exposure necessary to feel confident in their professional goals and literary citizenship. Each student will work with the instructor to develop an individual contract reflecting their goals, including three major submissions — the most important part of this course.

### **CNF 618. Essay Forms: From Familiar to Lyric (3 credits)**

This course explores the many forms an essay can take. It begins by looking briefly at the familiar (or personal) essay and then delves into more experimental forms of the lyric essay. Students will closely examine examples of each form, including flash, segmented, braided, and hermit crab essays. There is also a great deal of writing, starting with a series of generative prompts for each form and ending with a draft of a lyric essay in the form(s) of the student's choice.

### **CNF 625. Research and Reporting (3 credits)**

In this course, students learn skills to conduct in-depth research, interviews, and reporting for works of literary journalism and other nonfiction forms. They also will explore strategies for weaving data and other information into narrative or other forms, organizing



materials, and using interviews to help define character portraits. This course does not contain a writing component.

### **CNF 633. The Book Proposal (3 credits)**

This elective teaches students to build a book proposal under the supervision of a literary agent or editor with publishing experience.

### **CNF 634. Book Proposal Intensive (3 credits)**

This course is a brief but comprehensive introduction to designing and writing a book proposal. It teaches writers how to envision a book project with a readership in mind, apply structure widely accepted in the publishing industry to a project's primary themes and ideas, and apply a series of steps to produce a plan for writing the full proposal.

### **CNF 635. Reported Memoir (3 credits)**

Databases, documents, and other resources can enrich a memoir and verify the accuracy of a writer's work. In this course, students conduct in-depth research and interviews under the supervision of an MFA faculty mentor. This elective teaches the skills to deepen personal writing through research; it does not contain a writing component.

### **CNF 636. Nonfiction V (6 credits)**

This elective runs parallel to the program's core curriculum, allowing students or program alumni to work with a faculty member and other writers in a workshop. Students may use the course to begin a new project or explore a new avenue of an existing work. In this and each semester, students write 12,500 words — about 50 pages — of new creative work.

### **CNF 637. Pitching Projects: The New York Trip (3 credits)**

This elective offers small groups of students experience in formulating pitches for their manuscript projects and pitching them to literary agents, editors in publishing houses, and editors at major publications. This course has a limit of 10 students. It's recommended that students be in at least their second semester of the program, unless they receive special permission from the director. Required: CNF 608, CNF 606, or CNF 621.

### **CNF 641. Directed Study in Nonfiction (1.5 to 5 credits)**

This course gives students additional time and space outside the formal curriculum of the program to write, polish manuscripts, begin new projects, or initiate other work.

### **CNF 645. Teaching Internship (3 credits)**

In this course, students gain teaching experience in one of Goucher's undergraduate classes. This course offers both virtual and in-person options, with the permission of the undergraduate instructor.

### **CNF 650. Fieldwork in Nonfiction (3 credits)**

Students learn to work more independently and create a research and writing plan outside of the CNF program's core course structure. Students will also submit a final written project that demonstrates mastery of a chosen focus of writing and research. Unlike electives that focus solely on research, this course emphasizes writing.

## **MASTER OF SCIENCE IN HIGHER EDUCATION POLICY, RESEARCH, AND ADMINISTRATION**

The Master of Science in Higher Education Policy, Research, and Administration (M.S.H.E.A.) is one of the few of its kind in the state. It prepares scholars and practitioners to move into leadership positions in colleges and universities. These students prepare a new generation of higher education leaders with the understanding, knowledge, and skill base to support diversity, encourage transformation, and ensure access to higher education for all students.

This online program is designed for flexibility, helping students gain the understanding, knowledge, and skill base to move into leadership roles in higher education. With courses in finance, assessment, strategy, and adult education, the M.S.H.E.A. degree prepares today's higher education professional to lead in a global and diverse postsecondary world.

Students complete 36 credits of required and elective courses that allow students to hone skills in specific areas of higher education administration, including: student services, admissions, advising, recruitment, institutional effectiveness, and research within higher education.

### **LEARNING OUTCOMES**

Articulate and apply the foundational principles of higher education in a global, historical, political and theoretical context.

Design, develop, and implement programs and practices in a higher education to support the post-secondary and graduate education of students and adult learners using data and evidence-based information for strategy, planning, and decision making.

Apply and use legal, ethical, social, and educational frameworks to lead programs, schools, and institutions of higher learning.

Collect, analyze, and interpret data, information, statistics, and research to inform program development, implement, and improvement.

Implement, support and sustain systems and processes that promote the success and education of diverse populations of learners on the local, regional, national, and global levels.

### **COURSE REQUIREMENTS**

Required courses (24 credits):

HEA 601 - History, Philosophy, and Theory of Education (3 credits)  
HEA 602 - Education Law and Ethics (3 credits)

HEA 603 - Budget, Finance, and Resource Allocation (3 credits)  
HEA 604 - Research Methods and Practice (3 credits)  
HEA 605 - Planning, Analysis, and Institutional Research (3 credits)  
HEA 606 - Managing Diverse Populations (3 credits)  
HEA 607 - Program Evaluation and Assessment (3 credits)  
HEA 675 - Professional Internship or Thesis (3 credits)

## **ELECTIVE COURSES**

HEA 620 - The American University/College (3 credits)  
HEA 621 - Admissions and Enrollment Management (3 credits)  
HEA 622 - Organizational Behavior and Culture (3 credits)  
HEA 623 - Economic and Financial Issues in Higher Education (3 credits)  
HEA 624 - Adult and Nontraditional Students (3 credits)  
HEA 625 - Student Development (3 credits)  
HEA 626 - Managing Resources for Success (3 credits)  
HEA 627 - Leadership and Supervision (3 credits)  
HEA 630 - Special Topics in Higher Education (3 credits)

## **COURSE DESCRIPTIONS**

### **HEA 601. History, Philosophy, and Theory of Education (3 credits)**

Foundation course that explores the history of the American college, key theories and philosophies of higher education, and trends and patterns from 1600 to the present.

### **HEA 602. Education Law and Ethics (3 credits)**

Covers landmark and precedent setting legal decisions, important federal laws and regulations related to higher education, and ethical considerations for the higher education professional.

### **HEA 603. Budget, Finance, and Resource Allocation (3 credits)**

Focuses on data driven decision-making practice and theory; budget planning; and intentional and informed resource allocation, with emphasis on cross-campus communication and transparency.

### **HEA 604. Research Methods and Practice (3 credits)**

Introduces quantitative and qualitative research methods in the higher education environment, with emphasis on data collection and analysis, use of data to improve practice and inform decisions, and practical application of research to higher education administration.

### **HEA 605. Planning, Analysis, and Institutional Research (3 credits)**

Covers the role and linkages of planning, analysis, and institutional research on campus, with attention to systems and processes for data collection, analysis, reporting, and dissemination to measure, improve, and demonstrate institutional outcomes, and to meet state, regional, and federal reporting requirements.

### **HEA 606. Managing Diverse Populations (3 credits)**

Provides an overview of diversity in higher education; the challenges to developing and maintaining a diverse population of students, faculty, and staff; and key issues such as immigration, cultural barriers to success, and racial/ethnic challenges on campus.

### **HEA 607. Program Evaluation and Assessment (3 credits)**

Reviews accreditation standards and policy in higher education; the mandate for assessment and evaluation of processes and outcomes; and the development and implementation of campus-wide assessment to improve teaching and learning outcomes, while demonstrating internal and external benchmarks and standards.

## **CAPSTONE COURSE**

### **HEA 675. Professional Internship or Thesis (3 credits)**

The student may select, in consultation with the advisor, a culminating professional internship or a final capstone thesis on a topic related to the student's area of concentration. Either option occurs during the student's final semester in the program.

## **ELECTIVES**

### **HEA 620. The American University/College (3 credits)**

Students will explore the evolution of the American system of higher education and the development of the community college, land grant universities, state college and university systems, private institutions, and for-profit entities. Students will also study contemporary issues in higher education which includes information concerning the current generation of college students and how they develop while they are in college. Additionally, the impact of technology on students, faculty, and society are examined. Students demonstrate an understanding of the theoretical basis for key issues facing higher education in a rapidly changing society by creating their own higher education institution.

### **HEA 622. Organizational Behavior and Culture (3 credits)**

Offers an overview of organizational behavior and organizational culture, with emphasis on the characteristics of both that are inherent in higher education institutions, and specific application to higher education organizations are addressed.

### **HEA 627. Leadership and Supervision (3 credits)**

Emphasis is given to the unique role of the higher education leader and supervisor in a program, school, or college level. Leadership and supervision theory are linked to operational strategy and the use of data and information to inform leadership and supervision approach and evaluation.

### **HEA 623. Economic and Financial Issues in Higher Education (3 credits)**

Few institutions escape the challenge of economic realities and financial demands. These realities are reviewed and discussed in

terms of economic and financial models prevalent across the higher education landscape.

#### **HEA 626. Managing Resources for Success (3 credits)**

Focuses on the use of financial models and strategic plans to measure and evaluate strategic priorities, develop a budget, allocate resources in a data-informed environment, and connect resources to budget to data through the strategic planning and implementation process.

#### **HEA 621. Admissions and Enrollment Management (3 credits)**

Recruitment, admission, and enrollment of students are at the heart of the American college and university. Leading and managing for the student life cycle is emphasized here, within a review of theory and best practice as well as the challenges that face admissions and enrollment teams within a highly competitive market environment.

#### **HEA 624. Adult and Nontraditional Students (3 credits)**

As populations of traditional students decline and increasing numbers of adult and nontraditional students explore options in higher education, attention to the unique characteristics and challenges of new populations of students is something that no higher education leader can ignore. Explores theory and practice in enrollment management through case study and practical applications.

#### **HEA 625. Student Development (3 credits)**

Time to degree and degree completion rates drive institutional measures of success, both internally and externally. The requirements and parameters of a successful student experience are explored here in terms of student development initiatives, activities, and options.

#### **HEA 630. Special Topics in Higher Education (3 credits)**

A special topics course designed to address topics of interest in higher education across various fields within the discipline.

## **POST-BACCALAUREATE PREMEDICAL PROGRAM**

The one-year Post-Baccalaureate Premedical Program is a non-degree program designed for applicants who have completed a bachelor's degree but lack the required science courses for entrance to medical school. From June to the following May, students typically take eight courses in the sciences, totaling 35 credits, and participate in a non-credit, structured MCAT preparation course. Prior to the start of the program in June, and again in August before Fall classes, an optional intensive mathematics review is offered at no extra cost. Individual tutoring is provided throughout the program by a full-time Teaching Fellow, who also conducts homework sessions and exam reviews. Beginning in the fall, students prepare for the Medical College Admission Test (MCAT) through twice-weekly prep

instruction; this continues in the spring with the addition of numerous practice MCATs. Workshops are regularly presented on many topics, including essay writing and interviewing skills. Students receive extensive counseling and support during the medical school application process and a composite letter of evaluation from the PBPM Director. Postbac students have the opportunity to apply, midway through their postbac year, to selected medical schools under a linkage agreement, which is akin to 'early decision.' On Tuesdays starting in the fall, the curriculum provides protected time for students to enhance their clinical experience by volunteering in a hospital or clinic.

## **COURSE REQUIREMENTS**

BIO 547 – Biology and Biomedical Science I (5 credits)

BIO 548 – Biology and Biomedical Science II (5 credits)

CHE 540 – Principles of Chemistry I (4 credits)

CHE 541 – Principles of Chemistry II (4 Credits)

CHE 636 – Organic Chemistry I (4 credits)

CHE 637 – Organic Chemistry II and Biochemistry (5 credits)

PHY 542 – Principles of Physics I (4 credits)

PHY 543 – Principles of Physics II (4 credits)

If a student has successfully completed for credit one or more equivalent courses elsewhere, the Director may approve the substitution of an upper-level science course or an appropriate non-science course for the core courses listed above. All postbacs must be enrolled full-time in the program.

## **COURSE DESCRIPTIONS**

### **CHE 540. Principles of Chemistry I**

Introduction to the fields of organic, physical, and inorganic chemistry including atomic structure, molecular structure, chemical bonding, common types of reactions, stoichiometry, and acid-base chemistry. Laboratory work will support theoretical principles.

*Lecture and laboratory on an accelerated pace; 4 credits. Enrollment limited to post-baccalaureate premedical students. Summer 1 Term.*

### **CHE 541. Principles of Chemistry II**

Second semester of PBPM chemistry sequence including kinetics, thermodynamics, equilibrium, reaction mechanisms, acid-base chemistry, galvanic and electrolytic cells, redox reactions, electrochemistry, and nuclear chemistry.

*3 hours lecture, 3 hours laboratory; 4 credits. Enrollment limited to post-baccalaureate premedical students. Prerequisite: CHE 540. Fall*

### **CHE 636. Organic Chemistry I**

Chemistry of the compounds of carbon with emphasis on the relation of molecular structure to chemical and physical behavior. Topics

covered include functional groups, nomenclature, structure, bonding, isomers, conformations, chirality, reactions that proceed through ionic mechanisms, and structure elucidation using NMR, MS, and IR. Specific reactions covered include acid-base, nucleophilic substitution, elimination, oxidation, reduction, carbon-carbon bond formation reactions, carbonyl addition, and acyl transfer. Laboratory work includes appropriate techniques, synthetic and analytical methods.

*Lecture and laboratory on an accelerated pace; 4 credits. Enrollment limited to post-baccalaureate premedical students. Prerequisites: CHE 540. Summer 2 Term.*

### **CHE 637. Organic Chemistry II & Biochemistry**

This intensive and accelerated course fully integrates organic chemistry and biochemistry topics. It covers chemistry of carbonyl groups, amines, amino acids, carbohydrates, lipids, and radical reactions. The biochemistry topics covered include protein structure, purification, and analysis; enzyme kinetics and inhibition; allosteric proteins including hemoglobin; glycolysis; gluconeogenesis; pyruvate dehydrogenase, TCA cycle; electron transport chain; ATP synthase; signal transduction; glycogen degradation and synthesis; pentose phosphate pathway; fatty acid oxidation; reactive oxygen species and antioxidants.

*4 hours lecture and 3 hours laboratory; 5 credits. Accelerated course pacing. Enrollment limited to post-baccalaureate premedical students. Prerequisites: CHE 636. Spring Term.*

### **PHY 542. Principles of Physics I**

The course is the first half of the Principles of Physics sequence, which focuses on reasoning from fundamental principles and problem-solving skills. In the first semester, we focus on principles involving motion, force, and energy. Students will learn to use mathematical models for these principles; observe and measure many physical phenomena; and analyze problems by identifying the correct model and using it to derive solutions. Topics include Newtonian mechanics, kinematics and dynamics of linear and angular motion, gravity, energy and momentum, fluids, and thermal physics. This course will use algebra and trigonometry as tools in developing the universal language of physics, but emphasis will be on intuitive understanding and visualization of various phenomena in nature governed by physical laws.

*3 hours lecture, 3 hours laboratory; 4 credits. Enrollment limited to post-baccalaureate premedical students. Fall semester.*

### **PHY 543. Principles of Physics II**

This course is the second half of the Principles of Physics sequence that emphasizes how to reason from fundamental principles to draw conclusions about how the world works. Topics in this semester include simple harmonic motion, mechanical and electromagnetic waves, acoustics, the nature of light and color, electricity and magnetism, and geometrical and physical optics.

*3 hours lecture, 3 hours laboratory; 4 credits. Enrollment limited to*

*post-baccalaureate premedical students. Prerequisite: PHY 542. Spring semester.*

### **BIO 547. Biology and Biomedical Sciences I**

This 5-credit intensive biology course for post-baccalaureate students covers the fundamentals of biochemistry, cell biology, genetics, and microbiology. The course provides an understanding of cell structure, both prokaryotic and eukaryotic, and gene expression, followed by a thorough study of the principles of inheritance, genetic disease and mapping, and gene therapy/engineering. Also included are investigations of pathogens, cancer, and evolution. Fundamentals of biochemistry integrated as a foundation for CHE 637 in the spring.

*Enrollment limited to post-baccalaureate premedical students. 4 hours lecture, 3 hours laboratory; 5 credits. Prerequisite: CHE 540, CHE 636. Fall semester.*

### **BIO 548. Biology and Biomedical Sciences II**

This 5-credit continuation of Bio 547 will cover comparative aspects of physiology and as it generally relates to humans, including disease-related topics. The lab component includes histology and anatomy explored through mammalian dissection. Course topics include: Development; Metabolism; Endocrinology; Digestion; Respiration and Gas Transport; Cardiovascular & Circulation; Nervous system; Muscle types; Renal Function; Immune System; Neuropsychology & Behavior.

*Enrollment limited to post-baccalaureate premedical students. 4 hours lecture, 3 hours laboratory; 5 credits. Prerequisite: BIO 547. Spring semester.*

## **ADVANCED PLACEMENT SUMMER INSTITUTE**

Since the mid-1990s, Goucher College has partnered with College Board to provide content-rich training for educators who teach Advanced Placement (AP) courses at secondary schools. As a host site for the AP® Summer Institute (APSI), Goucher College offers several weeks of professional learning and networking in June and July. Educators participate in 30 hours of engagement and can choose to earn graduate credit for the training.

Goucher College is also a host site for AP Capstone, a College Board program that cultivates curious, independent, and collaborative students and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two AP courses: AP Seminar, including AP Seminar for English Teachers, and AP Research. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students or to expand access to AP courses.

## LEARNING OUTCOMES:

Below are general learning outcomes for an APSI week. Specific courses may build on these learning outcomes, depending on the AP consultant facilitating the course.

- Explore each section of the course and exam description, including the unit guides, while making connections to the course curricular requirements
- Begin to develop a course plan by unit and topic that incorporates the full scope of your AP course into your school's academic calendar
- Examine formative and summative assessment items to identify content and skill pairings that are the targets of these assessments and create lesson plans to reinforce content and skill connections
- Practice applying the scoring guidelines from the most recent AP Exam to samples of student work
- Identify student strengths and weaknesses using data available through AP Classroom and Instructional Planning Reports
- Explore ready-to-use strategies, instructional materials, and pedagogical tools pertinent to the content and skills required for success in your AP course
- Develop meaningful connections within the AP community

## COURSE REQUIREMENT

AP572 – Art & Design (0 – 3 credits)  
AP592 – Art History (0 – 3 credits)  
AP507 – Calculus AB (0 – 3 credits)  
AP512 – Chemistry (0 – 3 credits)  
AP518 – Computer Science A (0 – 3 credits)  
AP521 – English Language & Composition (0 – 3 credits)  
AP524 – English Literature & Composition (0 – 3 credits)  
AP593 – European History (0 – 3 credits)  
AP537 – Government and Politics: United States (0 – 3 credits)  
AP539 – Human Geography (0 – 3 credits)  
.AP545 – Latin (0 – 3 credits)  
AP551 – Music Theory (0 – 3 credits)  
AP583 – Pre-Calculus (0 – 3 credits)  
AP560 – Spanish Language & Culture (0 – 3 credits)  
AP590 – United States History (0 – 3 credits)  
AP503 – Biology (0 – 3 credits)  
AP507 – Calculus AB (0 – 3 credits)

AP512 – Chemistry (0 – 3 credits)  
AP595 – Computer Science Principles (0 – 3 credits)  
AP527 – Environmental Science (0 – 3 credits)  
AP589 – Physics 1: Algebra-Based (0 – 3 credits)  
AP594 – Physics 2: Algebra-Based (0 – 3 credits)  
AP560 – Spanish Language and Culture (0 – 3 credits)  
AP510 – Calculus BC (0 – 3 credits)  
AP515 – Chinese Language & Culture  
AP548 – Economics (0 – 3 credits)  
AP557E – Psychology: Experienced Teachers (0 – 3 credits)  
AP580 – World History: Modern (0 – 3 credits)  
AP503 – Biology (0 – 3 credits)  
AP557 – Psychology (0 – 3 credits)  
AP566 – Statistics (0 – 3 credits)

## COURSE DESCRIPTIONS

### AP572. Art & Design

This online AP Art and Design course is designed to maximize the learner experience, providing relevant Advanced Placement content and pedagogy through meaningful engagement – all focused on best practices for preparing your students for success. AP Art and Design teachers, new or experienced, will explore all three portfolios: 2D, 3D and Drawing along with the Selected Works and the Sustained Investigation sections for each portfolio. Included will be a studio for each portfolio. Emphasis will be placed on developing strategies for the Sustained Investigation section in any of the portfolio offerings depending on the interest and experience of the participant. Covered will be the Reading process, PowerPoints used in training for the 2020 Reading, mock Readings using the rubric for the 2020 Reading, process journal strategies, The College Board materials, and discussion of Pre-AP. Developing essential question approaches to best illustrate the investigation body of work will be explored along with studio practice developed from the participant's Sustained Investigation theme. A PowerPoint illustrating the particular ideation for the investigation and reflection will be created and shared along with a small body of work. In this summer Institute the THREE portfolio offerings given by The College Board (2D Art and Design, Drawing, 3D Art and Design) will be explored. Each part of the portfolio will be dissected by reviewing the reading process. The Institute also will be an opportunity to share best practices, advice and experiences teaching AP. It also will be an opportunity to make art with an eye toward AP teaching practices. In one of the sections, a mock reading will be explored to experience what the reading is like. Other topics, such as idea development for investigation and selected works, will be explored. Participants will be expected to

complete all Institute requirements, which will include completing a small-scale investigation based on essential questioning development and The College Board requirements. Participants will have ample opportunities to learn, acquire and share best teaching practices and walk away with practical materials and strategies to immediately promote active student-centered learning in the classroom, including ways to enhance visual literacy: how to help students develop skills in looking at, thinking about, and communicating ideas about works of art. In addition, this session will directly address ways to seamlessly utilize digital images and computer-based multimedia technology into the AP Art and Design course. Finally, participants will be mentored to become “Readers” in a simulated reading of the AP examination and gain an understanding of the grading process.

### **AP592. Art History**

This online AP Art History APSI course allows participants to explore the AP Art History course framework, the AP exam format and expectations, and the new AP resources that will help them plan and create focus instruction. Attention will be given to the areas where high school students need special focus in AP Art History, and to pedagogical approaches that teachers can use in their classrooms. Throughout the duration of the course, participants will learn about the digital registration process at the start of the school year, with special focus on AP Classroom resources, including unit guides, personal progress checks, AP Daily videos, the AP question bank, and the AP teacher community. By attending this AP Art History APSI, participants will gain deeper insight into the following key takeaways, among several others: Understanding the Course Units and Overall Organization; Understanding the Eight Art Historical Skills, Planning and Pacing for the duration of the Course; Teaching the Course; Assessing Student Progress; The AP Art History Exam; and Engaging as a Member of the AP Community.

### **AP507. Calculus AB**

This AP Calculus online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This session will help teachers to effectively teach an AP Calculus AB course and prepare their students for success on the AP exam. Participants will review the content, themes, and structure of the AP Calculus AB curriculum and focus on effective teaching strategies and learning activities that will lead to their students' success on the exam. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole. We will examine effective ways to

engage students in both virtual and in-person settings, including how to effectively use break out groups in both settings. The course will provide information and strategies to help teachers prepare their students to gain in-depth understanding of theoretical ideas from discovery type projects and, hopefully, to perform well on the AP Calculus exam.

### **AP512. Chemistry**

During this online AP Chemistry APSI, you'll explore the course framework, the exam, and the new AP resources that will help you plan and focus instruction—and give you feedback throughout the year on the areas where individual students need additional focus. You'll also learn about completing the digital activation process at the start of the school year that will give you immediate access to the new resources and will help ensure that your students can register for AP Exams by the new fall deadlines. By attending this APSI, you'll gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides, personal progress checks, AP teacher community, and the AP question bank.

### **AP518. Computer Science A**

This on-line course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. Specifically, during this AP Computer Science A APSI, participants will explore the course framework, the exam, and the new AP resources that will help them plan and focus instruction—and give them feedback throughout the year on the areas where individual high school students need additional focus. Participants also will learn about completing the digital activation process at the start of the school year that will give them immediate access to the new resources and will help ensure that their students can register for AP Exams by the new fall deadlines. By attending this APSI, participants will gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides, personal progress checks, AP teacher community, and the AP question bank.

### **AP521. English Language & Composition**

This online course is designed to maximize the learner's experience by providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. The primary goals of the AP Language and Composition course will be addressed through an introduction to and an in-depth examination of the Course and Exam Description (CED). The deconstruction of the CED and its requirements will lead participants to an understanding of the goals of the AP English

Language and Composition course, its objectives, and development—with particular attention to skills related to rhetorical analysis, synthesis, and argumentation. Participants will work with the 2022 essay questions: text + rubrics + samples. Time will be allotted for individual rating of essays, plus small and large group discussions about the rating of samples. Also, participants will take an in-depth look at the multiple-choice section of the exam. There will be numerous activities that demand active engagement in the process of choosing various types of texts (i.e., memoirs, speeches, documentaries, commercials, political cartoons, editorials, graphs, charts, biographies, film clips, social media, scientific writing) on which to base AP-level writing prompts and associated assignments as well as selecting close reading texts and creating related activities—including multiple choice and discussion questions based on those readings. Participants will work individually and in small groups to construct classroom activities and processes, develop and reinforce AP-level skills, create essay prompts with rubrics, and construct objective questions based on close reading of prose texts. These activities will be presented and evaluated by the entire group. Participants also will be given the opportunity to closely examine sample syllabi and to develop and/or evaluate their own syllabi. There will also be ample time to share best practices. Participants can expect both class work and homework as part of their rigorous and productive experience.

#### **AP524. English Literature & Composition**

This online course centers on the development of an AP English Literature course that is based on the analysis of a variety of forms of fiction, with a special focus on close reading skills. The course will begin with an overview of the structure, content, and scoring of the AP English Literature and Composition exam. Participants will grade sample essays with an eye to understanding the moves that matter on timed writings. In addition, teachers will deconstruct one section of a multiple-choice exam to see the skills and habits of mind that are tested. The majority of the class will be spent working through a series of skill-building activities that will prompt students to read and write and think thoughtfully about texts that are complex and ambiguous. Participants will have time to develop and share practical teaching strategies, including approaches that support the equity agenda of the College Board. Teachers should read Ian McEwan's *Atonement* before the week starts; we will be working through the novel during one of the days. Finally, teachers will receive over a thousand files of strategies, readings, and lessons in a digital library on the final day of class.

#### **AP593. European History**

This session will help teachers design an AP European History course and prepare their students for the AP exam. Analysis of the CED and the redesigned curriculum effective 2017 and test will be a main focus of the course. Participants will have the chance to navigate through My AP Website with its Progress Checks, Dashboard, and other features. Participants will review the content, themes, and structure of the redesigned AP European History

curriculum and focus on effective teaching strategies and learning activities that will lead to success on the exam. Participants will analyze past AP exam questions and learn to rewrite them for use in their own classrooms which reflect new course requirements. The class will look at new multiple-choice questions, short answers, DBQ and LEQ rubrics. Review of the four major time periods and thinking skills emphasized on the AP test will occur while participants plan their own course syllabi and create test questions in line with the major themes of the course. Emphasis is put on learning techniques for teaching these skills in the classroom to students of differing abilities.

#### **AP537. Government and Politics: United States**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. It will include both synchronous and asynchronous instruction and participants will have the opportunity to receive individual feedback during virtual office hours each day. The course provides teachers with an overview of the basic structure and content necessary for an AP course in Government and Politics: United States. The instructor will focus on the development of learning activities and teaching strategies for use with each of the big ideas, learning objectives, essential knowledge, disciplinary practices, and reasoning processes included in each unit of the redesigned curriculum framework. Emphasis will be placed on the use of multiple resources in the teaching of the course as well as preparing students for the redesigned AP examination format. An analysis of AP examination questions will be included as well as a review of the standards for the grading of the exam. A major portion of the course is devoted to the development of units for an AP U.S. Government and Politics course by participants, including the learning activities and resources necessary for the implementation of such a course. This course is suitable for teachers new to AP U. S. Government and Politics as well as those experienced in the teaching of the course. Teachers with experience in teaching this AP Course will review a variety of approaches to course structure, and they will gain numerous teaching strategies to add to their toolboxes. Teachers new to this AP Course will learn about the course requirements as well as various curriculum strategies and teaching techniques that will assist them in offering their students a successful AP US Government and Politics course. Participants should have the textbook they will be using in their course (if that is known), and any other materials they may be using, available and accessible during the course. They should also have a copy of their 2023-2024 school calendar for planning purposes. These will be used as they work to develop units and lesson plans aligned to the curriculum requirements in the Course and Exam Description.

#### **AP539. Human Geography**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP

students for success. It will provide an overview of the AP Human Geography curriculum and help participants design their own course. Participants will learn how AP questions are written, and how students will be assessed on both the multiple choice and Free Response Questions (FRQ) sections of the exam. Special attention will be given to the command verbs used in the exam to direct the student on what information will earn points on the FRQs.

Participants also will examine the wealth of resources in AP Central and the MyAP Classroom Website, with its Progress Checks, Dashboard and Question Bank. In addition, participants will analyze the CED and learn to use it to plan lessons and assessments. Participants will review lesson plans, resources, and websites for teaching each of the major course topics, including geographic concepts, population, migration, cultural patterns, the political organization of space, rural land use, urban geography, and industrialization. The course will focus on effective teaching strategies and learning activities to prepare for students' success on the AP exam. Our APSI will also include the participation of key speakers including representatives from Population Education, the APHG Chief Reader and experts on new mapping resources that teachers will be able to utilize in the classroom.

#### **AP545. Latin**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. Specifically, AP Latin—APSI Online course participants will explore the course framework, the exam, and the new AP resources that will help them plan instruction of Vergil's Aeneid and Caesar's De Bello Gallico. Participants will select pieces of each author to integrate into lessons and talk about the spirals in Units 1-8 of the course description. All questions are worthy of discussion and sharing such as: "Can I have them write short essays? If yes, how do we go over them (if we do) in Zoom or Blackboard? What about quizzes? What does a daily or weekly assignment look like?" Each participant will develop a unified lesson to share with others in the group for the coming year. Participants will learn about completing the digital activation process at the start of the school year so that they consistently have access to new resources—as well as making the opportunity for students to register for AP Exams by fall deadlines. This week will help establish a Goucher sharing AP Latin community for the coming year.

#### **AP551. Music Theory**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. Specifically, participants will examine in detail the AP Music Theory Course and Examination Description ([CED](#)) and relevant materials to develop strategies to improve classroom instruction and delivery. These resources will include AP Classroom unit guides, personal progress checks, and the AP question bank. Participants will analyze selected problem types typical of first-year

college music theory, infer their construction and solutions, learn to create comparable questions for their own classroom use, and learn ways to evaluate student responses to these problems. Ultimately, participants will be able to develop or refine their own AP Music Theory course, complete the digital activation process, and meet the new deadline for exam enrollment.

#### **AP583. Pre-Calculus**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This workshop provides teachers with the tools they need to implement an effective AP Pre-Calculus course. During this training, teachers will explore the components of the curriculum framework as detailed in the Course and Exam Description (CED) document, including the big ideas, enduring understandings, learning objectives, and essential knowledge. Participants will explore the new resources provided by the College Board and from their peers. Participants will understand how to use activities that organize the course content to develop students' proficiencies in the skills identified by the curriculum framework.

#### **AP560. Spanish Language & Culture**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. Specifically, during this online AP Spanish Language and Culture APSI, participants explore the course framework, the exam, and the new AP resources that will help them plan and focus instruction—and give them feedback throughout the year on the areas where individual students need additional focus. Participants also learn about completing the digital activation process at the start of the school year that will give them immediate access to the new resources and will help ensure that their students can register for AP Exams by the new fall deadlines. By attending this APSI, participants gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides, personal progress checks, AP teacher community, and the AP question bank.

#### **AP590. United States History**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing AP students for success. As was done the past three years in this four-day online course, every tool available will be used to provide participants with as close to an in-person, hands-on workshop as is possible. Building on the successful online courses offered through Goucher College, this AP U.S. History course will provide participants with an overview of the AP U.S. History course and



exam and give them opportunities to analyze and integrate the course's three major component parts – Topic Specific Learning Objectives, Historical Developments, and AP historical thinking skills and reasoning processes. After examining the Curriculum Framework and identifying the characteristics of and the reasons for these three component parts, participants will begin to plan student-centered lessons for some of the key concepts in the Concept Outline. As they design their lessons, participants will determine the connections between the three main parts of the course, connections that are assessed on every question on the exam. Particular emphasis will be placed on daily planning for each of the units—planning which involves chunking content material and creating lessons that cover a great deal of assessable material. Woven throughout the course will be opportunities for participants to take part in high interest, student-centered lessons that were developed to support the new course and engage students. In addition, there will be a strong focus on argumentative writing, especially for the Long Essays and Document Based Questions. The updated scoring tools will be used to evaluate student responses from the 2022 testing to give teachers a better understanding of what students must know and be able to do to be successful in this course. In addition, teachers will discuss and share best practices, practice writing questions based on testing models, evaluate available AP U.S. History resources, and learn more about the online resources that The College Board has provided. This course has been designed to provide all teachers with useful activities and strategies and teachers new to AP with an in-depth introduction to AP U.S. History. AP Syllabus instructions will also be provided for new AP U.S. History teachers. Instructor support for teachers will continue after the course ends. Graduate credit is available!!

### **AP503. Biology**

This in-person AP Biology course is designed to maximize the learner experience, providing relevant Advanced Placement content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. It is designed primarily for teachers who are new to teaching AP Biology, but, also, for experienced teachers who are looking for information about the changes in curriculum and the wealth of new resources that unfolded starting in 2019-2020. The course will focus on the following: 1) The foundation of AP Biology as articulated in the Curriculum Framework (the four Big Ideas, six Science Practices, etc.), 2) Inquiry-based lab instruction, 3) Helping students be more successful on the AP Biology Exam. Throughout the course, participants will learn about the exciting changes The College Board has made available in student course enrollment, formative and summative assessments, laboratory ideas, and the plethora of resources that are now available for teachers and their students. In addition, participants will be exposed to many of the resources available from publishers, science suppliers, research institutions, and online. Participants should access the new online [AP BIOLOGY COURSE AND EXAM DESCRIPTION \(PDF\)](#). Each participant will share a “best practice”

idea during the week of a favorite activity or demonstration. Participants new to AP Biology, who are taking this course for graduate credit at Goucher College, will develop a course syllabus based on the new curriculum standards. Those teachers who have already successfully submitted an AP Biology audit syllabus for the new program will develop a unit based around the new curriculum.

### **AP507. Calculus AB**

This AP Calculus in-person course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This session will help teachers to effectively teach an AP Calculus AB course and prepare their students for success on the AP exam. Participants will review the content, themes, and structure of the AP Calculus AB curriculum and focus on effective teaching strategies and learning activities that will lead to their students' success on the exam. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole. We will examine effective ways to engage students in both virtual and in-person settings, including how to effectively use break out groups in both settings. The course will provide information and strategies to help teachers prepare their students to gain in-depth understanding of theoretical ideas from discovery type projects and, hopefully, to perform well on the AP Calculus exam.

### **AP512. Chemistry**

This in-person AP Chemistry course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. It is geared toward, but not limited to, new AP Chemistry teachers. During the week, participants will look at the unique features of AP Chemistry, review content, and explore the depth of content required by the course. Considerable time will be spent reviewing the syllabus required by The College Board for all AP courses as well as conducting labs throughout the workshop that are specifically designed for the course requirements. Topics to be covered include kinetics, equilibrium, thermodynamics, and electrochemistry. In order to create a culture of collaboration and community, experienced teachers will have the opportunity to share what has worked well in their courses as well as brainstorm solutions for any challenges faced. In addition, participants will examine past AP tests with the goal of developing strategies that enable students to perform well on the exam. Virtual labs/demonstrations are included, as appropriate.

### **AP595. Computer Science Principles**

This in-person course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement—all focused on best practices for preparing your AP students for success. Specifically, during this AP Computer Principles APSI, participants will explore the course framework, the exam, and the new AP resources that will help them plan and focus instruction—and give them feedback throughout the year on the areas where individual high school students need additional focus. Participants also will learn about completing the digital activation process at the start of the school year that will give them immediate access to the new resources and will help ensure that their students can register for AP Exams by the new fall deadlines. By attending this APSI, participants will gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides, personal progress checks, AP teacher community, and the AP question bank.

### **AP527. Environmental Science**

This in-person course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement—all focused on best practices for preparing your AP students for success. This class is designed both for new AP Environmental teachers with 3 or fewer years' experience and for more experienced teachers as well. The intensive four-day course will provide a deep dive into the entire AP Environmental Science (APES) curriculum and examine different paths through the required course content. Each day, important concepts will be discussed and related specifically to APES free-response questions, and participants will perform hands-on laboratories associated with these concepts. The major goal is to expose participants to both content and labs and activities important to teaching a successful APES course. In addition, new AP resources will be discussed. Participants will be expected to spend some time on homework for this Institute, which could include working up lab data, reading lab activities, and possibly preparing a course syllabus or outline that correlates to the APES course description. Participants are encouraged to share electronic materials/favorite web sites as some class time will be reserved for this purpose. Participants should have their school calendar for the coming year and a scientific calculator of some type available. Participants will be expected to have read and answered the 2023 Free Response Questions before the Institute begins.

### **AP589. Physics 1: Algebra-Based**

This in-person AP Physics 1: Algebra-Based course is designed to maximize the learner experience, providing relevant Advanced Placement content and pedagogy through meaningful engagement—all focused on best practices for preparing your AP students for success. It will engage educators in completing several goals focused on preparing them to teach the AP Physics 1 course and the

subsequent exam to be given in May. The first goal involves making an individualized plan for the year. This plan will lay the groundwork for using the Curriculum Framework which pairs core essential knowledge with the fundamental scientific reasoning skills necessary for scientific inquiry. The second goal involves developing and practicing techniques that are consistent with the implications of the physics educational research, which guided the development of this course. The third goal is designing the laboratory work that is in line with the inquiry laboratory experiments/questions that comprise 25% of the time to be spent in the course. The fourth goal is to spend some time with the special topics related to the revamped course. At the completion of the week, participants will have a particularly good idea of what they should be doing daily to best prepare their students for the exam in May. Labs/demonstrations are included, as appropriate.

### **AP594. Physics 2: Algebra-Based**

This in-person course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement—all focused on best practices for preparing your AP students for success. In addition, it is designed to help teachers build a foundation for a successful AP Physics program. Participants will focus on teaching the AP Physics 2 course that began in the 2014-2015 school year and preparing their students for the exam. The first goal involves using the Curriculum Framework which pairs essential knowledge with the fundamental scientific reasoning skills necessary for scientific inquiry. The Curriculum Framework provides detailed information concerning what a student should know and what they are expected to do on the AP Physics 2 Exam. The course will also focus on designing and organizing inquiry laboratory experiments as well as best practices for utilizing the resources in AP Classroom. Participants will be invited to share their best activities, lessons, or labs with the group.

### **AP560. Spanish Language and Culture**

This in-person course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement—all focused on best practices for preparing your AP students for success. Specifically, during this online AP Spanish Language and Culture APSI, participants explore the course framework, the exam, and the new AP resources that will help them plan and focus instruction—and give them feedback throughout the year on the areas where individual students need additional focus. Participants also learn about completing the digital activation process at the start of the school year that will give them immediate access to the new resources and will help ensure that their students can register for AP Exams by the new fall deadlines. By attending this APSI, participants gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides,

personal progress checks, AP teacher community, and the AP question bank.

### **AP510. Calculus BC**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. It provides teachers with the tools they need to implement effective AP Calculus BC course. During this training, teachers will explore the mathematical practices for AP Calculus (MPACs) and the components of the curriculum framework as detailed in the Course and Exam Description (CED) document, including the big ideas, enduring understandings, learning objectives, and essential knowledge. Participants will explore the new resources provided by the College Board and from their peers. Participants will interpret how best to implement activities that organize the course content to develop students' proficiencies in the skills identified by the curriculum framework. Each participant will work on a course plan that will help them decide how they will teach the skills and content for their own AP Calculus BC courses.

### **AP515. Chinese Language & Culture**

This course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This course will focus on the AP Chinese Language and Culture course and exam in relation to World-readiness Standards that serve as overarching principles for the development of curricular framework. Consultant and participants will discuss and brainstorm research-supported best practices, illustrate step-by-step instructions for creating a truly communicative and interactive immersive setting, and demonstrate effective instructional strategies in enhancing student performance in all three modes of communications (interpersonal, interpretive, and presentational). Participants will gain experiences in assessing student responses by using grading criteria and rubrics applicable for AP Chinese and develop sample formative and summative assessments for their local classrooms. The entire group also will share and examine effective instructional resources.

Topics will include the following:

Guiding to write effective AP Chinese course syllabus

Integration of the ACTFL World Readiness Standards into instruction and assessment

Examination of sample student answers from free response sections of an actual AP exam as well as released scoring guidelines for these sections

Implementing strategies of OPI to increase students' proficiency levels

Application of differentiated instruction and best teaching practices in improving student performance

Planning for daily lessons and unit teaching in AP classrooms as well as multilevel classrooms

Authentic materials and resources such as CED and AP Classroom.

### **AP548. Economics**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This 4-day course is for both new and experienced AP teachers in either AP macroeconomics or AP microeconomics to explore thoroughly the content, assessments and methodologies associated with these classes and programs offered by College Board. Participants will work individually, as well as in pairs and teams, to experience activities and assessments in both courses. Additionally, attendees will use actual AP exams to practice grading and to learn the reading process for scoring these tests. Time will be allotted for discussion and preparing for the AP course audit. In addition, participants will discuss the agenda and expectations of the College Board—topics from equity to expectations for the teacher and students. Access to the most recent CED materials from College Board will be available to the individual learner.

### **AP557E. Psychology: Experienced Teachers**

This online AP Psychology: Experienced Teachers—APSI Online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This workshop is intended for teachers who have had a minimum of three years' experience in teaching AP Psychology. It will include an in-depth analysis of all released multiple-choice and essay questions from 2001-2023. Teaching resources and demonstrations will be shown and discussed. All of the nine-unit areas, as per the new College Board curriculum, will be examined and discussed in detail—with an emphasis on research methods and statistics. Use of AP Classroom and the daily videos will be discussed in detail. A variety of instructional strategies will be discussed, especially related to teaching those sections of the course with which students typically have difficulty. The most important terms and most influential psychologists will be examined. A variety of useful web sites and multimedia resources also will be shared and evaluated. Information from the APA Summit on High School Psychology Education will be reviewed in detail. Each participant will receive many handouts involving demonstrations and other materials. This course will be discussion-based, and each participant is expected to contribute daily to the discussions. Participants will be expected to bring their favorite lesson plans to share with class members. Each participant will be asked to describe and then teach a 20-minute, empirically based lesson plan or activity that highlights an important psychological concept or principle. This lesson plan or activity must be based on some type of research and include an

assessment. The following activities should be completed (as much as possible) prior to the class. Participants will: 1) Write an essay (constructed response) for each of the 9 sections, including a rubric; 2) Write a minimum of 6 essays that can be used to review constructed response questions for a final exam-3 essays will focus on research methods and the remaining 3 will draw from course content; 3) Write 10 multiple choice questions for each curriculum unit.

### **AP580. World History: Modern**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. During this AP World History: Modern—APSI Online course, participants will explore the course framework, the exam, and the new AP resources that will help them plan and focus instruction—and give them feedback throughout the year on the areas where individual high school students need additional focus. Participants also will learn about completing the digital activation process at the start of the school year that will give them immediate access to the new resources and will help ensure that their students can register for AP Exams by the new fall deadlines. By attending this APSI, participants will gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides, personal progress checks, AP teacher community, and the AP question bank.

### **AP503. Biology**

This online AP Biology course is designed to maximize the learner experience, providing relevant Advanced Placement content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. It is designed for primarily for teachers who are new to teaching AP Biology, but also for experienced teachers who are looking for information about the changes in curriculum and the wealth of new resources that unfolded starting in 2019-2020. The course will focus on the following: 1) The foundation of AP Biology as articulated in the Curriculum Framework (the four Big Ideas, six Science Practices, etc.), 2) Inquiry-based lab instruction, 3) Helping students be more successful on the AP Biology Exam. Throughout the course, participants will learn about the exciting changes The College Board has made available in student course enrollment, formative and summative assessments, laboratory ideas, and the plethora of resources that are now available for teachers and their students. In addition, participants will be exposed to many of the resources available from publishers, science suppliers, research institutions, and online. Participants should access the new online. Each participant will share (upload) a “best practice” idea during the week of a favorite activity or demonstration. Even though we are remote, participants will engage in doing some hands-on lab work.

Participants new to AP Biology, who are taking this course for graduate credit at Goucher College, will develop a course syllabus based on the new curriculum standards. Those teachers who have already successfully submitted an AP Biology audit syllabus for the new program will develop a unit based around the new curriculum.

### **AP557. Psychology**

This online AP Psychology APSI course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement with focus on the best empirical practices for preparing your AP Psychology students for success. During this course, participants will explore the AP Psychology course curriculum, the exam, scoring procedures and the 2022-2023 AP resources that will help plan and focus instruction and give feedback throughout the year on the areas where individual students need additional focus. For example, there are about 32 terms (some in pairs like habituation and sensory adaptation) students often are confused about in the course—these will be discussed in detail. Many other terms for the course will be discussed in detail, as well as the psychologists that may appear on the exam. The most important experiments and research studies for the AP Psychology course also will be examined in detail. Resources will be discussed such as web sites, psychology toys and devices, test banks, books, articles, DVDs plus more. The book, *Teaching Introductory Psychology: Survival Tips from the Experts*, edited by Robert Sternberg, will be discussed as well as the important 1984 article by Henry Gleitman about teaching introductory psychology. Participants will be given access to a great deal of materials via the Canvas platform. An in-depth review of the research methods section of the course will occur as one of the two constructed response questions will be focused on research methods as per College Board guidelines. Participants also will learn about completing the digital activation process at the start of the school year that will give them immediate access to the new resources and will help ensure that their students can register for AP Exams by the new fall deadlines. By attending this APSI, participants will gain deeper insight into the following key takeaways, among several others: Understand the Course; Plan the Course; Teach the Course; Assess Student Progress; and Engage as a Member of the AP Community. In addition, specific attention will be paid to the following AP Classroom resources: unit guides, personal progress checks, AP teacher community, and the AP question banks. If participants are taking the course for graduate credit, please email Mr. Feldman in advance to discuss a project/assignment. If participants have taught psychology before, please be prepared to share a favorite lesson plan or class activity with everyone. Please contact the instructor with any questions or concerns prior to the course.

### **AP566. Statistics**

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. This workshop provides teachers with the tools

they need to implement an effective AP Statistics course. During this training, teachers will explore the components of the curriculum framework as detailed in the Course and Exam Description (CED) document, including the big ideas, enduring understandings, learning objectives, and essential knowledge. Participants will explore the new resources provided by the College Board and from their peers. Participants will understand how to use activities that organize the course content to develop students' proficiencies in the skills identified by the curriculum framework. Each participant will create a course plan that will help them decide how they will teach the skills and content for their own AP Statistics courses.