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# Goucher College

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## Graduate Programs in Education

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Fall 2009 Schedule of Classes

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GOUCHER COLLEGE

1021 Dulaney Valley Road  
Baltimore, Maryland 21204-2794  
410-337-6000  
www.goucher.edu

### **Graduate Programs in Education / t. 410-337-6047 / f. 410-337-6085**

Listed in this booklet are the courses being offered in the Graduate Programs in Education Program during the Fall 2009 semester.

The class list includes courses being offered on-campus, on-line and off-campus. **Please check each course for start and end dates, as they will vary by course.** It is important to note that due to contractual arrangements, only contracted teachers and administrators of the respective counties are eligible to register for the cohort classes. These are any classes ending in section 200 (ED 626.200) for Anne Arundel County and section 400 (ED 626C.400) for Baltimore County.

**Tuition** for the 2009–2010 academic year is **\$415.00** per credit. Any prior balance must be paid in full before you can register for the fall semester.

Please be advised that a **\$45 processing fee** will be charged for dropping a course. If you drop a class prior to the start of the semester you will be entitled to a full-refund, *minus the \$45 processing fee*. Once the semester has begun, the refund policy described in the Academic Catalog goes into effect.

The directors of the M.Ed. and M.A.T. programs have posted office hours. **New students** should sign up for an **advising session** by the middle of the first semester they are enrolled. All students should check in with their advisor in the middle of their program or as needed. To schedule an appointment, sign up on the posted appointment schedule located in Room 120 or call 410-337-6047.

**Technology Standards:** Each student entering the Master of Education (M.Ed.) or Master of Arts in Teaching (M.A.T.) Programs since the Fall 2003 semester is required to meet a set of technology standards including an electronic portfolio. Please see pages 16-18 for complete details as changes have been made to the way students can complete the technology requirements.

**Internship for all M.Ed. Students:** Beginning with students who entered in the Fall 2003 semester, a 1 credit internship has been added to the At-Risk, Middle School, and Urban and Diverse Learners specializations so that each M.Ed. specialization now requires 36 credits to complete the degree. Some specializations, including Athletic Leadership/Administration, Reading Instruction, and School Improvement Leadership, have always had internships. This internship is being offered during the fall 2008 semester under the course numbers ED 614, ED 624, and ED 634. Students should not take this course until they have completed at least 24 credits towards their degree and all 3 courses in their area of specialization.

**Online course requirements:** Before signing up for one of the online courses we highly recommend that you review the ***Minimum Technology Requirements for Online Courses*** (<http://www.goucher.edu/x16149.xml>) and the ***Blackboard Tutorials for Students*** (<http://www.goucher.edu/x2484.xml>). These resources will assist you in determining if an online course is the right choice for you.

All online course sessions are asynchronous with the exception that three sessions may be synchronous sessions between students and instructor. Times and dates will be arranged with the instructor and will accommodate the majority of the students' needs. Online courses are not self-paced.

**Parking on Campus:**

Every student is required to display a parking permit in his/her vehicle while on campus. Permits will be sold by semester or by academic year. Permits by semester will cost \$15 and yearly permits are \$25. These permits apply to fall and spring, but are not necessary during the summer semester. If you purchase a yearly permit during the Fall 2009 semester you will not need to purchase another one for the spring semester.

The Office of Safety and Security will issue permits during the first week of class. An officer will be available in the First Floor Lobby of Van Meter Hall from 6:00 – 7:00 pm on Wednesday, September 2, Thursday, September 3 and Tuesday, September 8. If you are unable to purchase a permit during one of these dates, please go to the Office of Safety and Security, in Heubeck Hall. They are open 24/7.

Payment for parking permits can be made by check, payable to Goucher College, or cash only. No credit cards will be accepted.

**Goucher College Bookstore:**

Books for Fall 2009 courses will be available for purchase through the Goucher College Bookstore. You can order your books in advance by visiting the Goucher Bookstore website: <http://goucher.bkstore.com> and then either pick them up from the bookstore or have them mailed to you for a small fee. You can also go directly to the bookstore to purchase your books. The bookstore will be open extended hours at the beginning of the semester. Check their website for the specific schedule.

**January 2010 Graduation:** If you expect to **graduate** after the completion of the Fall 2009 semester please contact Wendy Tuttle (410-337-6453 or [wtuttle@goucher.edu](mailto:wtuttle@goucher.edu)) to confirm you are on the graduation list. As of May 2006 we award diplomas 3 times per year. For January 2010, diplomas must be ordered by the middle of October, so we must have an accurate list as soon as possible.

**Inclement Weather Procedures**

In the event that inclement weather forces the college to close, the following will be observed:

1. Morning closure: The announcement will be made on WBAL-AM (1090) and most Baltimore radio/television stations between 6:30 and 7:10 a.m. A message will also be put on Goucher College switchboard number, (410) 337-6000.
2. Afternoon closure or cancellation of evening classes: The announcement will be made on WBAL-AM (1090). Decisions regarding the cancellation of evening classes are generally made by 3:00 p.m.
3. If Goucher College is closed, you may assume all graduate classes held on campus are canceled.
4. Classes held off site in the local school systems will follow the school system's inclement weather policies and procedures.

**ADDITIONAL INFORMATION ON POLICIES AND IMPORTANT DATES CAN BE FOUND IN THE GRADUATE PROGRAMS IN EDUCATION CATALOGUE AND STUDENT HANDBOOK.**

## Academic Calendar for Graduate Programs in Education

### Fall 2009

**Wednesday, September 2**

Fall Semester begins

**Monday, September 7**

Labor Day – No Classes

**Wednesday, September 16**

Last day to add a first 7 week or full semester on campus course

**Friday, September 18**

Last day to drop a full semester or first 7 week campus course without academic penalty

**Monday, September 21**

Beginning this date, if a student withdraws from a first 7 week or full semester on campus course a “w” will appear on the transcript

**Friday, September 25**

Beginning this date, no refunds for dropped first 7 week courses are possible

**Tuesday, October 20**

Last day of first 7 week courses

**Wednesday, November 4**

Last day to add a second 7 week course

Beginning this date, no refunds for dropped semester courses are possible  
(Refer to the Refund Policy for complete details)

**Wednesday, October 28**

First day of second 7 week courses

**Friday, November 20**

Last day to drop a second 7 week course without academic penalty

**Monday, November 23**

Beginning this date, if a student withdraws from a second 7 week course a “w” will appear on the transcript

Beginning this date, no refunds for dropped second 7 week courses are possible

**Wednesday – Friday, Nov 25-27**

Thanksgiving Holiday – no courses, offices closed Thursday and Friday

**Monday, December 21**

Last day of courses

**Wednesday, January 6**

Grades due for all students

**Friday, January 15**

Diplomas awarded for December degree completers

**Spring 2010**

**Tuesday, January 19**

Spring Semester begins  
(For some cohort courses)

**Monday, January 25**

First day of on-campus courses  
(Full semester and first 7 week courses)

**Friday, January 29**

Last day to add a first 7 week course

**Friday, February 5**

Last day to add a full semester on campus course

**Friday, February 12**

Last day to drop a first 7 week or full semester  
on campus course without academic penalty

**Monday, February 15**

Beginning this date, if a student withdraws from  
a first 7 week or full semester on campus or  
cohort course a "w" will appear on the transcript

Beginning this date, no refunds for dropped first  
7 week courses are possible

**Thursday, March 11**

Last day of first 7 week courses

**Monday, March 22**

First day of second 7 week courses

**Friday, March 26**

Last day to add a second 7 week course

**Monday, March 29**

Beginning this date, no refunds for dropped  
semester courses are possible (Refer to the  
Refund Policy for complete details)

**Friday, April 9**

Last day to drop a second 7 week course without  
academic penalty

**Monday, April 12**

Beginning this date, if a student withdraws from  
a second 7 week course a "w" will appear on the  
transcript

Beginning this date, no refunds for dropped  
second 7 week courses are possible

**Thursday, May 6**

Last day of courses

**Monday - Thursday, May 10 - 13**

Make up sessions, if needed due to snow  
cancellations

**Thursday, May 13**

Last day of the Spring Semester

**Friday, May 14**

Grades due from faculty for all graduating  
students

**Friday, May 21**

Grades due from faculty for all non-graduating  
students

Diplomas awarded for May completers

07/16/2009

Updated:



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**Graduate Programs in Education  
 Fall 2009 Master Schedule**

**Classes being offered on campus, on-line and off campus**

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 601.001	Theories of Development: A Life-span Perspective (3 credits)	Lorraine Costella	Mondays, 5:00 – 6:45 p.m.	9/14-12/21/09	Van Meter G11	Hybrid course – some online sessions
ED 601.002	Theories of Development: A Life-span Perspective (3 credits)	Rebecca Woods	Online	9/2-12/21/09	Online Course	<i>Enrollment limited to 15 participants</i>
ED 603.001	Personality Development and Self-Esteem (3 credits)	LaJerne Cornish	Wednesdays 6:45-8:30 p.m.	9/2-12/16/09	Van Meter B12	
ED 603.002	Personality Development and Self-Esteem (3 credits)	Jennifer Gross	Wednesdays, 4:30 – 6:45 p.m.	9/16-12/9/09	Carver Staff Development Center – AA County	
ED 605.001	Research Methods (3 credits)	Phyllis Sunshine	Tuesdays, 6:45 – 8:30 p.m.	9/8-12/15/09	Van Meter G11	Hybrid course- up to 3 online sessions are possible
ED 605.002	Research Methods (3 credits)	Rebecca Woods	Online	9/2-12/21/09	Online Course	<i>Enrollment limited to 12 participants</i>
ED 605.003	Research Methods (3 credits)	Tim Dangel	Tuesdays, 4:30 – 6:15 p.m.	9/8-12/15/09	Carver Staff Development Center – AA County	Hybrid course- up to 3 online sessions are possible
ED 606.001	Action Research (variable credits)	Graduate Faculty	Thursday, August 27, 5:00 p.m. required orientation	8/27–12/21/09		Required orientation for students beginning action research
ED 611.001	Education of Urban and Diverse Learners (3 credits)	Warren Hayman	Wednesdays, 4:30 – 6:15 p.m.	9/2-12/16/09	Van Meter B11	

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Updated:

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 614.001	Special Project/Seminar in Education of Urban and Diverse Learners: Portfolio and Project Development (1 credit)	Melinda Morris	Mondays, 5:00 – 6:45 p.m.	9/14-12/21/09	Athenaeum Computer Lab	
ED 615.001	Athletic Administration and Leadership (3 credits)	Geoff Miller	Mondays, 7:00 – 8:45 p.m.	9/14-12/21/09	SRC 209	
ED 618.001	Athletic Administration/Coaching Internship (2 credits)	Geoff Miller	TBA	9/2/09-12/21/09		Independent Study
ED 624.001	Special Project/Seminar in Middle School: Portfolio and Project Development (1 credit)	Melinda Morris	Mondays, 5:00 – 6:45 p.m.	9/14-12/21/09	Athenaeum Computer Lab	
ED 626.001	Diagnosis of Reading Difficulties (3 credits)	Saralee Goodman	Mondays, 5:00 – 6:45 p.m.	9/14-12/21/09	Van Meter 202	
ED 627.001	Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)	Nancy Charvat	Thursdays, 6:00 – 7:45 p.m.	9/3-12/17/09	Van Meter G11	
ED 630.001	Advanced Methods in Secondary Reading (3 credits)	Claire Ritterhoff & Maggie Bove-Tyler	Wednesdays, 4:30 – 6:15 p.m.	9/2-12/16/09	Van Meter 101	
ED 633.001	Methods of Teaching At-Risk & Resilient Students (3 credits)	Lin Blackman	Tuesdays, 4:30 – 6:15 p.m.	9/8-12/15/09	Van Meter G02	
ED 634.001	Special Project/Seminar in At-Risk Students: Portfolio and Project Development (1 credit)	Melinda Morris	Mondays, 5:00 – 6:45 p.m.	9/14-12/21/09	Athenaeum Computer Lab	
ED 635.001	Practicum Part 2: Role of Reading Specialist/Literacy Coach (3 credits)	Josephine Kolakowski	Mondays, 7:00 – 9:15 p.m.	9/14-12/21/09	Van Meter G07	
ED 636.001	Overview of Reading Intervention Strategies (1.5 credits)	Cheryl Manzone	Tuesdays, 4:30 – 6:15 p.m.	9/8-10/20/09	Van Meter 213	Enrollment limited to 10 students
ED 637.001	Practicum Part 1: Reading Diagnosis/Instruction (3 credits)	Kathy Lauritzen	Tuesdays, 7:00 – 8:30 p.m.	9/15-12/8/09	Odenton Elementary School-AA County	
ED 638.001	Special Project Seminar in Reading Interventions: Word Identification (1.5 credits)	Jeanne Blades & Cheryl Manzone	Tuesdays, 4:30 – 6:45 p.m.	11/3-12/8/09	Van Meter 213	Enrollment limited to 10 students
ED 639.001	Psychological and Linguistic Foundations of Reading (3 credits)	Sandi Wallis	Wednesdays, 4:30 – 6:45 p.m.	9/9-12/2/09	Van Meter 209	Enrollment limited to 10 students

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Updated:

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 646.001	School Law (3 credits)	Edmund O'Meally	Thursdays, 4:30 – 6:15 p.m.	9/3-12/17/09	Van Meter B12	
ED 650.001	Distance Learning: Theory, History and Application (3 credit)	Diane Zilberman	Online	9/2-12/21/09	Online Course	
ED 651.001	Values (1.5 credits)	Phyllis Bailey	Wednesdays, 4:30 – 6:15 p.m.	9/2-10/14/09	Van Meter 202	
ED 652.001	Mediation of Conflict (1.5 credits)	Timothy Hayden	Wednesdays, 6:45 – 8:30 p.m.	10/28-12/16/09	Van Meter 202	
ED 655.001	Motivating the Unresponsive Student (1.5 credits)	Janice Stevenson	Wednesday, 6:45-8:30 p.m.	9/2-10/14/09	Van Meter 202	
ED 656.001	Effective Techniques in Classroom Management and Discipline (1.5 credits)	Jodi Lavin	Tuesdays, 6:45 – 8:30 p.m.	11/3-12/15/09	Van Meter 207	
ED 659.001	Stress Management (1.5 credits)	Michael Hess	Wednesdays, 4:30 – 6:15 p.m.	10/28-12/16/09	Van Meter 202	
ED 660.001	Reflective Planning – Reflective Teaching (1.5 credits)	Jodi Lavin	Tuesdays, 6:45 – 8:30 p.m.	9/8-10/20/09	Van Meter 207	
ED 668.001	Applying Technology in the ESL Classroom	Patricia Orndorff	Online	9/2-12/21/09	Online Course	
ED 670.001	Instructional Design (3 credits)	Paul Kellermann	Online	9/2-12/21/09	Online Course	
ED 671.001	School Improvement Leadership: Theoretical Perspectives (3 credits)	Mary Bea Preston	Thursdays, 6:45 – 9:00 p.m.	9/17-12/10/09	Van Meter 207	
ED 674A.001	Practicum in School Improvement Leadership (1.5 credits)	Robert Pfau	Thursdays, 4:30 – 6:15 p.m.	9/10, 9/24, 10/8, 10/22, 11/12	Van Meter 101	<i>Pre-requisite or co-requisite: ED 673</i>
ED 675.001	Teacher Leadership in Technology Based Learning (3 credits)	TBA	Online	9/2-12/21/09	Online Course	
ED 677A.001	Special Project Seminar/Practicum in Teacher Leadership in Technology (1.5 credits)	Chadia Abras	Online	9/2-12/21/09	Online Course	
ED 677B.001	Special Project Seminar/Practicum in Teacher Leadership in Technology (1.5 credits)	Chadia Abras	Online	9/2-12/21/09	Online Course	
ED 680.001	Theories of Learning (3 credits)	Betty Freeland	Mondays, 5:00 – 6:45 p.m.	9/14-12/21/09	Van Meter 209	
ED 681.001	Curriculum Development for a Multicultural Society (3 credits)	Lynn Wolf	Tuesdays, 4:30 – 6:15 p.m.	9/8-12/15/09	Van Meter G07	

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Updated:

<b>Course #</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Day/Time</b>	<b>Dates</b>	<b>Location</b>	<b>Notes</b>
ED 681.002	Curriculum Development for a Multicultural Society (3 credits)	Louise Waynant	Online	9/2-12/21/09	Online Course	<i>Enrollment limited to 15 participants</i>
ED 683.001	Acquiring, Extending and Using Knowledge in Science (2 credits)	Tom Custer	Tuesdays, 4:30 – 7:00 p.m.	9/8-12/8/09	Van Meter 101	<i>(Course meets for 7 sessions alternating weeks with ED 684)</i>
ED 684.001	Acquiring, Extending and Using Knowledge in Social Studies (2 credits)	Robert Jervis	Tuesdays, 4:30 – 7:00 p.m.	9/15-12/15/09	Hoffberger Science 149	<i>(Course meets for 7 sessions alternating weeks with ED 683)</i>
ED 685.001	Acquiring, Extending and Using Knowledge in Mathematics (2 credits)	Peggy Blades	Thursdays, 4:30 – 5:45 p.m.	9/3-12/17/09	Van Meter 209	
ED 686.001	Foundations of Special Education (3 credits)	David Maimone	Mondays, 7:00 – 8:45 p.m.	9/14-12/21/09	Van Meter 202	
ED 688.001	Educational Assessment and Diagnosis of Students with Special Needs I (General) (3 credits)	Judy Glass and Sharon Baylin	Wednesdays, 6:45 – 8:30 p.m.	9/2-12/16/09	Van Meter 101	
ED 690.001	Curriculum Design and Adaptations for Students with Special Needs I (General) (3 credits)	Ruth Howell & Deborah Clark	Wednesdays, 4:30 – 6:15 p.m.	9/2-12/16/09	Van Meter G11	
ED 693.001	Methods and Strategies in Secondary Education, Part I (3 credits)	Barbara McCain	Thursdays, 4:30 – 6:15 p.m.	9/3-12/17/09	Van Meter 102	
ED 694Y.001	Methods and Strategies in Secondary Education, Part II : English (2 credits)	Joan Hammonds	Tuesdays, 4:30 – 6:00 p.m.	9/8-12/15/09	Van Meter B11	
ED 694Y.002	Methods and Strategies in Secondary Education, Part II: Social Studies (2 credits)	Robert Jervis	Tuesdays, 4:30 – 7:00 p.m.	9/8-12/8/09	Hoffberger Science 149	Class meets alternating weeks
ED 694Y.003	Methods and Strategies in Secondary Education, Part II: Math (2 credits)	Barbara McCain	Thursdays, 6:30 – 8:00 p.m.	9/3-12/17/09	Van Meter B11	
ED 694Y.004	Methods and Strategies in Secondary Education, Part II: Science (2 credits)	TBA	TBA	9/2-12/21/09	TBA	
ED 694Y.005	Methods and Strategies in Secondary Education, Part II: Dance (2 credits)	Glenna Blessing	TBA	9/2-12/21/09	TBA	
ED 694Y.007	Methods and Strategies in Secondary Education, Part II: Art (2 credits)	Daisy McTighe	TBA	9/2-12/21/09	TBA	

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**RTC Schedule of Classes****Year 1 RTC Students – entered Summer 2009**

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 690.500	Curriculum Design and Adaptation for Students with Special Needs I (General) (3 credits)	Debbie Clark & Ruth Howell	Wednesdays, 4:30 – 6:15 p.m.	9/2-12/16/09	Van Meter G11	
	RTC Seminar	Debbie Clark & Ruth Howell	Wednesdays, 6:30 – 8:15 p.m.	9/2-12/16/09	Van Meter G11	

**Year 2 RTC Students – entered Summer 2008****Elementary Pursing MAT Degree**

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 685.500	Extending, Using and Refining Knowledge in Mathematics (2 credits)	Peggy Blades	Thursdays, 4:30 – 5:45 p.m.	9/3-12/17/09	Van Meter 209	
ED 627.001	Survey of Advanced Methods and Strategies in Reading Instruction (3 credits)	Nancy Charvat	Thursdays, 6:00 – 7:45 p.m.	9/3-12/17/09	Van Meter G11	
ED 687.500 -or-	Internship with Seminar (3 credits for RTC and MAT degree)	Karyn Renneberg	Wednesdays, 6:30 – 7:30 p.m.	9/2-10/14/09	Van Meter G02	Seminars will focus on Functional Behavior Assessment
ED 687.501	Internship with Seminar (3 credits for RTC and MAT degree)	Karyn Renneberg	Thursdays, 8:00 – 9:00 p.m.	10/29-12/17/09	Van Meter G11	Seminars will focus on Functional Behavior Assessment

**Elementary Not Pursing MAT Degree**

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 685.500	Extending, Using and Refining Knowledge in Mathematics (2 credits)	Peggy Blades	Thursdays, 4:30 – 5:45 p.m.	9/3-12/17/09	Van Meter 209	
	Instruction of Reading (3 MSDE In-service credits)	Nancy Charvat	Thursdays, 6:00 – 7:45 p.m.	9/3-12/17/09	Van Meter G11	
ED 687.500 -or-	Internship with Seminar (2 credits for RTC Only)	Karyn Renneberg	Wednesdays, 6:30 – 7:30 p.m.	9/2-10/14/09	Van Meter G02	Seminars will focus on Functional Behavior Assessment
ED 687.501	Internship with Seminar (2 credits for RTC Only)	Karyn Renneberg	Thursdays, 8:00 – 9:00 p.m.	10/29-12/17/09	Van Meter G11	Seminars will focus on Functional Behavior Assessment

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**Secondary Pursuing MAT Degree**

<b>Course #</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Day/Time</b>	<b>Dates</b>	<b>Location</b>	<b>Notes</b>
ED 687.500 -or-	Internship with Seminar (3 credits for RTC and MAT degree)	Karyn Renneberg	Wednesdays, 6:30 – 7:30 p.m.	9/2-10/14/09	Van Meter G02	Seminars will focus on Functional Behavior Assessment
ED 687.501	Internship with Seminar (3 credits for RTC Only)	Karyn Renneberg	Thursdays, 8:00 – 9:00 p.m.	10/29-12/17/09	Van Meter G11	Seminars will focus on Functional Behavior Assessment
ED 694Y.500	Methods and Strategies in Secondary Education, Part II: Social Studies (2 credits)	Robert Jervis	Tuesdays, 4:30 – 7:00 p.m.	9/8-12/8/09	Hoffberger Science 149	Class meets alternating weeks

**Secondary Not Pursuing MAT Degree**

<b>Course #</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Day/Time</b>	<b>Dates</b>	<b>Location</b>	<b>Notes</b>
ED 687.500 -or-	Internship with Seminar (1 credit for RTC only)	Karyn Renneberg	Wednesdays, 6:30 – 7:30 p.m.	9/2-10/14/09	Van Meter G02	Seminars will focus on Functional Behavior Assessment
ED 687.501	Internship with Seminar (1 credit for RTC Only)	Karyn Renneberg	Thursdays, 8:00 – 9:00 p.m.	10/29-12/17/09	Van Meter G11	Seminars will focus on Functional Behavior Assessment
ED 694Y.500	Methods and Strategies in Secondary Education, Part II: Social Studies (2 credits)	Robert Jervis	Tuesdays, 4:30 – 7:00 p.m.	9/8-12/8/09	Hoffberger Science 149	Class meets alternating weeks

07/16/2009

### Anne Arundel County Cohort Classes

*(The Anne Arundel County cohort classes will follow the AACPS schedule and classes will be cancelled if AACPS is closed or closes early for any reason)*

#### **Fall 2009**

Whether you are participating in the full masters program or just looking to earn graduate credits for recertification, the courses listed below are available to eligible AACPS teachers and administrators for the reduced tuition rate and direct reimbursement (provided you have not exceeded the 6 credit per academic year limit (September – August)).

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 620A.200	Teaching Students to Write Using Multiple Strategies: Composing (3 credits)	Diane Bennett	Wednesdays, 4:30 – 6:45 p.m.	9/16-12/9/09	Linthicum ES AA County	
ED 626.200	Diagnosis of Reading Difficulties (3 credits)	Kathy Lauritzen	Tuesdays, 4:30 – 6:45 p.m.	9/15-12/8/09	Odenton ES AA County	<i>Meets the State requirement for Reading Assessment</i>
ED 630.200	Advanced Methods in Secondary Reading Instruction (3 credits)	Louise Batchelor	Tuesdays, 4:30 -6:45 p.m.	9/8-12-1/09	Corkran MS AA County	<i>Meets the State requirement for Teaching Reading in the Content Area, Part II</i>
ED 636.200	Overview of Reading Intervention Strategies (1.5 credits)	Josephine Kolakowski	Thursdays, 4:30 – 6:45 p.m.	9/10-10/15/09	Linthicum ES AA County	
ED 638.200	Seminar in Reading Intervention Strategies: Word Identification (1.5 credits)	Josephine Kolakowski	Thursdays, 4:30 – 6:45 p.m.	10/29-12/10/09	Linthicum ES AA County	
ED 639.200	Psychological and Linguistic Foundations of Reading (3 credits)	Susan Barrie	Wednesdays, 4:30 – 6:45 p.m.	9/9-12/2/09	Odenton ES AA County	
ED 673.200	School Culture (3 credits)	Lin Blackman	Thursdays, 4:30 – 6:45 p.m.	9/3-11/19/09	Odenton ES AA County	<i>Pre-requisite course: ED 671</i>
ED 674A.200	Practicum in School Improvement Leadership (1.5 credits)	Lin Blackman	Thursdays, 7:00 – 8:30 p.m.	9/3-11/19/09	Odenton ES AA County	<i>Pre-requisite or co-requisite: ED 673</i>
ED 681.200	Curriculum Development for a Multicultural Society (3 credits)	Louise Waynant	Wednesdays, 4:30 – 6:45 p.m.	9/9-12/2/09	Carver Staff Development Center AA County	
ED 686.200	Foundations of Special Education (3 credits)	Jim Hargest	Wednesdays, 4:30 – 6:45 p.m.	9/9-12/2/09	Overlook ES AA County	<i>Hybrid Course – some online sessions</i>
ED 690.200	Curriculum Design and Adaptation for Students with Special Needs I (General) (3 credits)	Janet Hull	Wednesdays, 4:30 – 6:45 p.m.	9/9-12/2/09	Corkran MS AA County	

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Updated:

### Baltimore County Cohort Classes

*The Baltimore County cohort classes held in BCPS schools follow the BCPS schedule and classes will be cancelled if BCPS is closed or closes early for any reason. The Baltimore County Cohort classes held on the Goucher College campus will follow the college's schedule unless otherwise noted.*

#### Fall 2009

In accordance with BCPS policy on Cohort classes, only those students who are listed on the **original cohort participant list** are permitted to register for a course in that cohort. Therefore we are unable to allow students to switch the order or location in which they take classes. Nor can we allow students who were not originally part of the cohort to join a cohort that is already in progress.

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 620B.400	Teaching Writing Using Multiple Strategies: Issues in Correctness (3 credits)	Anne Mehall	Thursdays, 4:30-6:45 p.m.	9/24-12/17/09	Location TBA (east side of county)	<b>New two course cohort.</b> Final approval from BCPS pending. Registration will begin once final approval is granted.
ED 620B.401	Teaching Writing Using Multiple Strategies: Issues in Correctness (3 credits)	Cecilia Roe	Wednesdays, 4:30-6:45 p.m.	9/23-12/16/09	Location TBA (west side of county)	<b>New two course cohort.</b> Final approval from BCPS pending. Registration will begin once final approval is granted.
ED 624C.400	Middle School Special Seminar: Earth/Space Science (3 credits)	TBA	TBA	TBA	TBA	<b>Closed Cohort</b> – only those in the Middle School Science cohort permitted to register
ED 636C.400	Overview of Reading Intervention Strategies (1.5 credits)	Cheryl Manzone	Tuesdays, 4:30-6:15 p.m.	9/8-10/20/09  Make-up date (if needed): 10/27	Goucher College, Van Meter 213	<b>Closed Cohort</b> – only those in the Reading Intervention Strategies (2008-2010) cohort permitted to register.
ED 638C.400	Seminar in Reading Interventions: Word ID (1.5 credits)	Jeanne Blades & Cheryl Manzone	Tuesdays, 4:30-6:45 p.m.	11/3-12/8/09	Goucher College, Van Meter 213	<b>Closed Cohort</b> – only those in the Reading Intervention Strategies (2008-2010) cohort permitted to register
ED 639C.400	Psychological and Linguistic Foundations of Reading (3 credits)	Sandra Wallis	Wednesdays, 4:30-6:45 p.	9-23-12/16/09	Goucher College, Van Meter 209	<b>New 12 credit cohort.</b> Final approval from BCPS pending. Registration will begin once final approval is granted.
ED 653C.400	Supervision for Effective Instruction (3 credits)	Faith Hermann	Thursdays, 4:30-6:45 p.m.	9/3-11/19/09	Patapsco High School	<b>Closed Cohort</b> – only those in the School Improvement Leadership 2009-2011 Patapsco HS cohort permitted to register.
ED 653C.401	Supervision for Effective Instruction (3 credits)	TBA	Wednesdays, 4:30-6:45 p.m.	9/2-11/18/09	Wellwood International School	<b>Closed Cohort</b> – only those in the School Improvement Leadership 2008-2010 Wellwood cohort permitted to register.

Updated:

07/16/2009

ED 671C.400	School Improvement Leadership: Theory (3 credits)	Ed Mitzel	Tuesdays, 4:30-6:45 p.m.	9/8-11/24/09	Location TBA	<b>New four course cohort.</b> <b>Cohort is Full</b> – maximum of 30 participants has been reached.
ED 671C.401	School Improvement Leadership: Theory (3 credits)	Mary Bea Preston	Thursdays, 6:45-9:00 p.m.	9/17-12/10/09	Goucher College, Van Meter 207	<b>New four course cohort.</b> <i>Only 10 places left!</i>
ED 681C.400	Curriculum Development for a Multicultural Society (3 credits)	Donna Mollenkopf & Cathy Amsel	Wednesdays, 4:30-6:45 p.m.	9/2-11/18/09	Patapsco High School	<b>Closed Cohort</b> – only those in the School Improvement Leadership 2008-2010 Patapsco HS cohort permitted to register.
ED 681C.400	Curriculum Development for a Multicultural Society (3 credits)	Lynn Wolf	Tuesdays, 4:30-6:15 p.m.	9/8-12/15/09	Goucher College, Van Meter G07	<b>Closed Cohort</b> – only those in the School Improvement Leadership 2008-2010 Wellwood Overflow cohort permitted to register.

Updated: 07/16/2009

## M.A.T. MANDATORY INTERN SEMINARS

The FBA (Functional Behavioral Assessment) seminar will focus on the assessment of students with challenging behavioral problems in school settings. Functional behavioral analyses are considered “best practice” in determining the causes of behavior problems and are now mandated by federal and state standards. The emphasis of this seminar will be on identifying the function(s) of an individual student’s behavior of concern and developing a positive behavior intervention plan designed to reduce problem behaviors while promoting alternative replacement behaviors. Each participant will need access to a school-age child with behavioral concerns.

The CRETE (Conflict Resolution Education in Teacher Education) seminar will focus on positive classroom climates, problem solving, active listening, conflict resolution, crisis management and bullying prevention.

These seminars are **MANDATORY** for all **M.A.T.** interns and must be completed during the internship experience. Points will be assigned from each seminar that contributes to the overall internship grade.

### Group 1 - meeting in Van Meter G02:

Wednesdays, 6:30-7:30 p.m., September 2 – October 14: FBA training  
Wednesdays, 6:30-7:30 p.m., October 28 – December 16: CRETE training

### Group 2 – meeting in Van Meter G11:

Thursdays, 8:00–9:00 p.m., September 3 – October 15: CRETE training  
Thursdays, 8:00-9:00 p.m., October 29 – December 17: FBA training

Please select the group you wish to attend. Assignments to groups will be made on a first come, first serve basis. Please submit your request with your registration form.

### I prefer:

<input type="checkbox"/>	Group 1 on Wednesdays, 6:30-7:30 p.m.
<input type="checkbox"/>	Group 2 on Thursdays, 8:00-9:00 p.m.

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Please print

Email address: \_\_\_\_\_

Signature: \_\_\_\_\_ Date returned: \_\_\_\_\_

**RETURN THIS FORM NO LATER THAN SEPTEMBER 1, 2009 TO:**

**Tammy Adams  
Goucher College  
Graduate Programs in Education  
1021 Dulaney Valley Road  
Baltimore, MD 21204  
or  
Fax Number: 410-337-6085**

## **Technology Requirements**

### **Please read carefully!**

Each student entering the Master of Education (M.Ed.) and Master of Arts in Teaching (M.A.T.) Programs since the Fall 2003 semester are required to meet a set of technology standards.

There are three modules that make up the Technology Requirements.

**Module 1:** Using Blackboard, MS Word, PowerPoint, Excel and the Internet for own scholarship

**Module 2:** Setting up your E-Portfolio.

**Module 3:** Using technology for instruction

### **M.Ed. Technology Requirements:**

Module 1 is for M.Ed. students who feel their technology skills are weak in Technology Module 1. (Using Blackboard, Word, PowerPoint, Excel)

M.Ed. students who feel they are proficient in the use of Module 1 content (Word, Excel, PowerPoint and the internet) will demonstrate the completion of the requirements for Module 1 during ED 605 Research Methods.

ALL M.Ed. students **must complete** Modules 2 and 3 by attending these two modules as outlined on the next page. Students are encouraged to complete these modules early in their program.

### **M.A.T. Technology Requirements:**

Module 1 is for M.A.T. students who feel their technology skills are weak in Technology Module 1. (Using Blackboard, Word, PowerPoint, Excel)

M.A.T. students who feel they are proficient in the use of Module 1 content (Word, Excel, PowerPoint and the internet) will demonstrate the completion of the requirements for Module 1 during the M.A.T. core courses.

ALL M.A.T. students are required to complete the module 2 requirement prior to their student teaching internship. Students are encouraged to complete this module early in their program.

Completion of the Technology Module 3 requirements will occur during the student teaching seminar.

***Fall 2009 Schedule of Technology Modules 2 and 3***

**Module 1:** Using Blackboard, MS Word, PowerPoint, Excel and the Internet for own scholarship  
One session will be offered in the Fall 2009 semester.

1. Wednesday, September 2, 4:30-6:30 pm in Van Meter 201

If you want to register for module 1 please complete the registration form on page 13.

**Module 2:** Setting up your E-Portfolio

Three different 2-hour sessions are available to complete this module requirement. ***Students attend one of these sessions to receive credit for completing this module.*** Students should register for the desired session by completing the registration form on page 16.

1. Monday, August 31, 4:30 – 6:30 pm in Van Meter 201
2. Thursday, September 10, 6:30-8:30 pm in Van Meter 201
3. Wednesday, September 16, 4:30-6:30 pm in Van Meter 201

**YOU ARE RESPONSIBLE FOR REQUESTING AN E-PORTFOLIO. PLEASE GO TO**

<http://www.goucher.edu/x32455.xml> to request the creation of an e-portfolio prior to registering for Module 2.

**Module 3:** Using technology for instruction – for M.Ed. Students only.

Seven sessions will be taught during the Fall 2009 semester. ***Students must attend all seven sessions in order to receive credit for completing this module.*** Students should register for Module 3 by completing the registration form on page 18.

**Wednesdays, 4:30 – 6:30 p.m. in Van Meter 201**

Session 1	September 23
Session 2	September 30
Session 3	October 7
Session 4	October 14
Session 5	October 21
Session 6	October 28
Session 7	November 4

**Registration procedure:**

- To register for any or all of the technology modules, please complete the appropriate portions of the registration form on page 16.

Updated: 07/16/2009

**Registration Form  
Technology Modules 1, 2, and 3 for no credit**

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Please print

Email address: \_\_\_\_\_

Program (check one): \_\_\_\_\_ M.A.T. \_\_\_\_\_ M.Ed. \_\_\_\_\_ Post Bac Certificate

Area of Specialization (M.Ed. or Post Bac only) \_\_\_\_\_

Signature: \_\_\_\_\_ Date returned: \_\_\_\_\_

**Please check the appropriate space(s):**

\_\_\_\_\_ I plan to take **Module 1** this semester.

\_\_\_\_\_ I plan to take **Module 2** this semester (check appropriate date). Space in each section limited to 20 students. Should your first choice not be available you will be contacted to select another time. An E-portfolio must be created for you prior to attending Module 2.

	Monday, August 31, 4:30 – 6:30 pm in Van Meter 201
	Thursday, September 10, 6:30-8:30 pm in Van Meter 201
	Wednesday, September 16, 4:30-6:30 pm in Van Meter 201

\_\_\_\_\_ I plan to take **Module 3** this semester (you must attend all 7 sessions to receive credit for completing this module (dates, time and location for Module 3 sessions can be found on page 13).

Please return this form by **August 28, 2009**  
**YOU ARE RESPONSIBLE FOR REQUESTING AN E-PORTFOLIO. PLEASE GO TO**  
**<http://www.goucher.edu/x32455.xml> to request the creation of an e-portfolio.**

**Return to:**

**Tammy Adams**  
**Goucher College, Graduate Programs in Education**  
**1021 Dulaney Valley Road, Baltimore, MD 21204**  
**or**  
**Fax Number: 410-337-6085**

## Course Descriptions

### **ED 601 Theories of Development: A Life-span Perspective (3 credits)**

Discussion of the major theories of development and their application to using a life-span approach. Application of theory to child rearing, education, and teaching practice. Cognitive, social cognition, moral, psychoanalytic, ecological, maturational, and social learning perspectives used to facilitate understanding of issues affecting development.

### **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 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 (variable credits)**

Implementation of an action research or special research project. Choice is made individually in consultation with a member of the faculty. It is recommended that the action research work be completed over two semesters. Prerequisite: ED 605.

### **ED 611 Education of Urban and Diverse Learners (3 credits)**

A study of the historical, sociological, and political forces affecting education of urban and diverse learners. Consideration of social and ethical issues. Proposals for the solution of problems involving urban and diverse learners

### **ED 614 Special Project/Seminar in Education of Urban and Diverse Learners: Portfolio and Project Development (1 credit)**

The topic of the seminar or special project will vary to meet the needs of students. For degree candidates, one credit is required to complete technology competencies and portfolio. (Prerequisite: completion of 24 credits including ED 611, 612 and 613.)

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

Analysis of the strategies, objectives and policies for the management of 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 618 Athletic Administration/Coaching Internship (2 credits)**

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

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

An analysis of developmental stages of writing and stages in the writing process. Characteristics of quality written products, including the development of ideas, organization, voice, word choice, sentence fluency, presentation and conventions. An exploration of strategies to help students utilize process skills effectively as well as engaging strategies to help students compose quality written products. An examination of strategies for identifying students' strengths and needs in the writing process and in their written products.

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

An 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. An exploration of strategies for identifying students' strengths and needs along with useful and engaging strategies to help students recognize and correct errors in their writing. Some attention will be given to parallel issues in spoken English as well.

### **ED 624 Special Project/Seminar in Middle School: Portfolio and Project Development (1 credit)**

Topics of the seminar or special projects will vary to meet the needs of students. For degree candidates, one credit required to complete the technology competencies and portfolio. (Prerequisite: completion of 24 credits including 621, 622, 623.)

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

An exploration of reading and writing disabilities and the assessment-instruction process. Strategies to evaluate the 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 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. (*MSDE- approved course in reading: Instruction*)

**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 effectively teach and use research, media and study skills. 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 633 Methods of Teaching At-Risk and Resilient Students (3 credits)**

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

Prerequisite: ED 631 or permission of the director.

**ED 634 Special Project/Seminar in At-Risk Students: Portfolio and Project Development (1 credit)**

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

**ED 635 Practicum Part II: Role of the Reading Specialist/Literacy Coach (1.5 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 candidates, completion of technology competencies and portfolio required. Prerequisite: 9 credits of reading.

**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 626, 627, 636 and 638.

**ED 638 Special Project Seminar in Reading Intervention Strategies (1.5 credits)**

A detailed examination of one or more intervention models or techniques, including early literacy interventions, intervention models for intermediate children and adolescents and intervention strategies for special education students and inclusion classrooms. Strategies for teaching and practicing reading through use of manipulative and other techniques that tap multiple modalities.

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

Factors that impact reading and learning, specific concepts related to phonemic awareness and its relationship to early reading success; phonemes, graphemes, and their correspondence; morphemes and structural analysis; and other performance. Perspectives related to language development and reading acquisition and the variations related to cultural and linguistic diversity.

**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' right to due process.

**ED 650 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

**ED 651 Values (1.5 credits)**

An exploration of the concepts that undergird the teaching of values in the classroom. The class will examine value theories and incorporate them into practical applications for students.

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

Strategies to teach the school-age child problem-solving techniques and leadership skills; to develop sensitivity towards 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.

**ED 656 Effective Techniques in 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 659 Stress Management (1.5 credits)**

A study of factors leading to and symptoms of personal and organizational burnout. Coping strategies to decrease stress.

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

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

**ED 668 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 classrooms

**ED 670 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.

**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 673 School Culture (3 credits)**

Tools to balance the relationships among groups increased in a school's improvement. Strategic planning techniques to maximize collaborative behaviors and participation. A study of systems thinking and effective staff development techniques. Prerequisite: ED 671.

**ED 674 Special Project Seminar/Practicum in School Improvement Leadership (Part A: 1.5 credits; Part B: 1.5 credits)**

This is the first semester of the 2-semester internship/practicum. Enrollment limited to: students who have agreement from their principals to complete assigned activities during the semester. Topics of seminar or special project include school logistics, scheduling, maintenance, finance, parent involvement, personnel, and human relations. Computer applications in management reviewed. Other topics to address individual needs of students.

Required practicum for students seeking certification as an administrator. Prerequisites: ED 673 and either ED 648 or modules 2 and 3 either completed or taken concurrently.

**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 MTTTS 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 677 Special Project Seminar/Practicum in Teacher Leadership in Technology (Part A: 1.5 credits; Part B, 1.5 credits)**

Enables teachers to learn how to deal effectively with critical learning issues in integrating technology within the school program based on MTTTS 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. Prerequisites: ED 675, and ED 676

**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 and how complex student factors affect their 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 historical, legal, and political trends on current curriculum development research and practice.

**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 687 Internship with Seminar (6 credits)**

Interns will be required to meet for a weekly seminar each semester during the yearlong internship experience. Computer competencies, functional behavior assessment, conflict resolution, and differentiation of instruction will be among the topics discussed in the seminar.

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

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

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

**ED 694Y Methods and Strategies in Secondary Education, Part II (Yearlong) (2 credits fall; 2 credits spring)**

Blends theory and practice of teaching with an expert coach in the specific area of certification. Explores implementation of instructional decision making in a content discipline through problem-based seminars and study groups. Video-taping for analysis may be utilized throughout the course. (Yearlong course with grade awarded at the end of the second semester). Specific application to content areas.